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AUDIO-VISUAL EDUCATION

This is the second special Audio-Visual number of THE CATHOLIC SCHOOL JOURNAL. The first one appeared in March, 1948.

Catholic educators in general have adopted with enthusiasm as teaching aids, first the phonograph and the projector for slides and films, then silent and sound moving pictures and educational radio programs.

All of these modern audio-visual aids have been accepted so readily by schools because they are just natural developments and extensions of teaching aids which have been in vogue since the dawn of education. The cave men drew pictures, and successful teachers in all ages have shown pictures to their pupils or illustrated their lessons with their own drawings.

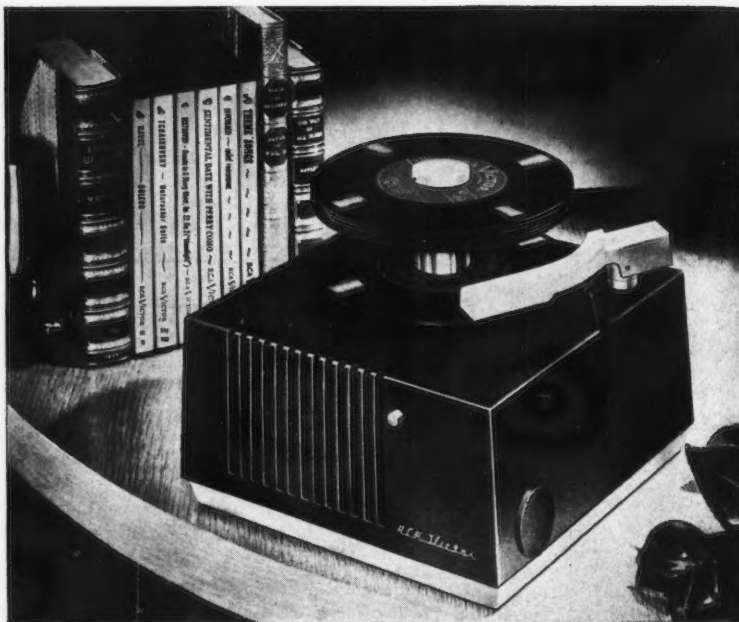
The prominent Catholic educators who discuss various applications of audio-visual education in this issue of your JOURNAL are enthusiastic promoters of the efficient use of these aids to teaching. The Classified List of Recent Films for use in elementary, secondary, and college classes was compiled by Dr. George E. Vander Beke, the audio-visual adviser to THE CATHOLIC SCHOOL JOURNAL.

The manufacturers of and dealers in audio-visual equipment have set forth in the advertising section of this issue the latest developments in this field of teaching. These descriptions will aid you in selecting the equipment exactly suited to the needs of your school.

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The CATHOLIC SCHOOL JOURNAL

Vol. 49

MAY, 1949

No. 5

The Challenge of Audio-Visual Teaching

*Brother James Alpheus, F.S.C.**

EDUCATION is a function of life and as such it cannot remain static. As it develops and tries to keep abreast of life, education invents a new terminology — a new kind of language, so to speak, to express growing concepts of old truths emphasized and cloaked in the vigor of transition and progress.

One such term of comparatively recent origin, as well as contemporary educational significance, is audio visual as applied to aids or materials. To many a sincere teacher, to the alert progressive administrator audio visual is a term so new in connotation, of such dynamic significance as to be an index of the acceleration with which the rate of living has increased in this decade.

Audio visual is a challenge to all educators — a challenge of horizons to be explored and of frontiers to be developed in this new area of powerful teaching helps as up-to-date as the present tense.

To define what is meant by audio-visual helps is to point out the progress of communication through the ages, for in the final analysis any materials which facilitate the understanding of the written or spoken word are audio-visual aids. In the early days these were books. In time newspapers and magazines were added. Education reflected the changes in civilization caused and influenced first by the telegraph and later by the rotary press, the telephone, and the radio. Photography has had an immense effect upon education, recording not only what is left of the past but preserving the process of constant and rapid growth.

New Media of Communication

Communication today has progressed to another stage. A medium that started out to be one of entertainment has developed a vast and largely unexplored import for education. Motion pictures (and the closely allied field of television) occupy today the potential position occupied 500 years ago by the printing press, with the added advantages of a universal language dependent upon our strongest and most valuable sense — sight.

The motion picture can bridge time and space instantly and effectively. It is the only medium by which subtle human relationships, too illusive for verbal definition, can be portrayed; the only medium by which large vistas and objects can be compressed into the confines of a classroom and there made visible to large study groups. It is the only medium by which the complex processes of industry can be made simple and clear through animation. By means of time erasing photography, the process of growth can be accelerated to come within the field of human observation.

As with the sense of sight, so also, with some modification, the sense of hearing. Rapid developments of tape and wire recorders and recordings themselves present a medium of verbal materials.

A Challenge Unfolds

Here then is the challenge: How can educators adapt their curricula, their courses of study, their formal and informal teaching, their libraries — all their tools of learning to secure the most, to get the best out of those newly developed and constantly growing sources of materials that we style audio-visual aids?

For educators this is a challenge of limitless possibilities. Personnel must be studied for the purpose of obtaining help from those able to give help and of giving service to those in need of aid. Equipment purchases based upon investigation and careful planning can meet basic needs without overloading the budget. A far-reaching program of intellectual growth for educators themselves and for their students in the area of audio-visual aids can be stimulated by long-term planning, by the pooling of practices and ideas, and by an immediate attempt to make the beginning of a pattern of development.

Audio-Visual Center

So vast are the potential ramifications of audio-visual aids that the primary consideration for setting up a comprehensive and effective A-V program is of an administrative nature. Which agency in the school system or school will co-ordinate the program of utilizing to the full these new media of communication? Once this central agency is established and its policy and powers determined, then a well-balanced, well-planned, and effective program can be readied to implement the curriculum in meeting the needs of teacher and students.

The question naturally arises at this point: "What are some of the materials that should be preserved, collected, or selected in this central agency for the audio-visual program?" Generally speaking, the A-V helps available today may be grouped under the following headings:

1. Mounted flat pictures cut from the many periodicals of today.
2. Standard glass slides (3¼ by 4 in.) sometimes tucked away in some obscure corner but of great help for illustrated talks and some very intelligent teaching.
3. Slides made by 35mm. cameras, usually styled miniature slides (2 by 2 in.).
4. Film strips or slide films supplementing some textbooks and motion picture films.
5. Microfilm, the relatively new process for photographing books, documents, and records on 35mm. film.

*Librarian, Christian Brothers College, St. Louis 17, Mo., received his M.A. and B.L.S. from the Graduate Library School of the University of Chicago. Besides writing articles for educational publications, Brother James Alpheus is national chairman of the high school section of the Catholic Library Association and past president (1946-47) of the Language Teachers' Association.

6. 16mm. motion picture film is now a generally accepted medium of instruction.

7. Talking books or record transcriptions for the handicapped.

Selection of Materials

It must be evident that the demands made upon the audio-visual center will be far greater than the resources available. Add to this the ever expanding field of aids constantly being prepared and offered by various agencies and an important phase of the A-V program, the selection of materials, looms large in importance, significance, and scope. This, in fact, will be an arduous task inasmuch as there are no catalogs or bibliographies which can be considered as complete. Each day, each mail will bring to hand some new and hitherto unsuspected sources of help. All these materials, actually at hand and potentially available, must be readied either for present use or for future reference.

After the problem of selection has been solved, there comes the task of cataloging and classifying the selected materials. This is a problem similar in its aspects to the handling of printed material. Needless to say there should be somewhere in the system or in the school a record of audio-visual on-hand material — a record which perhaps could be kept in the library as well as in the A-V Center. The important thing is that by some methodical means what is available is made known as available. It may be remarked here as an obiter dictum that distinctly new and different is the physical handling of many audio-visual helps, such as films, and their use as a valuable supplement to the other means of teaching. Finally, one of the major tasks in the realm of these educational helps is that of distribution, or as the term applies to motion pictures, booking. This phase almost enters the realm of book-keeping when the question of rental apparatus enters the audio-visual picture.

Equipment Requirements

Communication methods have been dramatically changed in the past 30 years by the radio and the motion picture, and now even more spectacular changes are promised with the development of television. The graphic arts have assumed an ever increasing role, as well, in the communication of ideas. Colored lithography, rotogravure processes, and offset printing make it possible to recreate scenes in their real life richness.

In order that the basic changes in communication — radio, transcription, and projected still and motion pictures — be fully utilized by educators, certain equipment is needed. Roughly, this falls into the two classes of projection and sound equipment.

Projection Equipment

Popular in grandmother's day was the old "magic lantern" used for transparent materials. Today, a standard lantern slide projector should be part of the equipment of every audio-visual center.

A "must" in projection equipment is the motion picture projector (silent and sound). Whether this is to be a standard weight or a lightweight machine depends necessarily on the service it is to give. A wise buyer will make his selection entirely on needs, facilities, and the quality of service available.

Newest and probably the most fascinating of the transparencies projectors are those that are used in connection with the so-called "candid" 35mm. camera. The average school will have its share of students who have cameras of this size and who are enthusiastic producers of slides of various degrees of excellence. A school should make it a specific point to secure documented scenes of local persons, places, and events for historic value.

Other projectors may be secured which show effectively opaque materials, such as magazine pictures, textiles, coins, bulletins, sketches, or things of a like nature. Finally, a third type of projector, the so-called overhead or "see-back-a-scope" style, combines some of the elements of both the opaque and transparencies projector. The chief advantage of this type is the fact that the user stands facing his audience, with his drawings in front of him. Important parts of the drawings or pictures can be pointed out with a pencil without turning away from the audience.

Sound Equipment

On the other hand, for many years a large number of school systems, schools, and libraries have had collections of phonograph records and phonographs on which to play them. In time came school-wide radio and sound transmission systems as more modern media of communication, not only for the school itself, but even as a link joining the classroom with the world of events. Even in this field many new aspects of recorded and transcribed sound today are to be considered in the challenge of audio materials to be utilized in education. Many transcriptions available will be found to be of great permanent value. Besides, the rapid-fire development of tape and wire recorders seemingly make these welcome additions to school equipment. In their use, however, as in the use of all A-V helps, imagination, planning, and initiative are the chief ingredients for success.

Sources of Materials

It must be obvious that to list all sources of what today we regard as audio-visual materials would be a Herculean task. Nor is there an imperative need for so doing. In any program of learning, it is important to become acquainted with primary sources of supply and with these as a jumping-off point, at least a beginning will be made.

In the matter of films, for instance, certain tools are regarded as standard references. They may be listed as *Educational Film Guide*, *One Thousand and One*, and *Educators' Guide to Free Films*. Add to these catalogs of some of the big producers of instructional films (Encyclopedia Britannica and Coronet are examples) and the list grows apace.

Three agencies in this aspect must not be ignored. The first is the state department of education. In many states there is a director of visual education who devotes full time to the use of visual aids in schools. A second general source of information is the Visual Aids to Education Section of the United States Office of Education. Finally, the Film Council of America, which is an organization of seven groups formed for the purpose of facilitating the production, distribution, and use of the film media for general welfare, has offices in many cities.

It will be noted that only one audio-visual help — films — is treated here in regard to material sources. Differing aids will be secured through other agencies. The important thing is that with the planning of any A-V program, there proceeds concomitantly the logical assumption that it is a long-range program, an important phase of which is the careful consideration of the available sources of materials to serve as a vitalizing complement or essential part of effective teaching.

Blueprinting the Program

Perhaps by this time some consideration should be given the question of how to inaugurate a program for audio-visual aids or how to improve or bring up-to-date a program already functioning. In any case, certain general rules are in order. Among these are the following.

First, any program in a school system should be based on certain determinate factors. In the case of A-V materials this will mean that a proper conception of what such materials are will have been formulated together with an organized setup for their effective use. The curriculum of the school, as well as its philosophy, will be studied. Next, the learner and his needs will be analyzed in the light of contemporary life outside the school together with the ideas of subject specialists. These findings will then be screened with the educational and social philosophy of the school.

A second step in the blueprint of an A-V program is to begin with what is available, make a better use of these helps, and add what is needed just as quickly as possible. No large scale acquisition of movies, movie projectors, radios, and recorders is needed. The use of community resources, community study, field trips, mounted pictures, and posters lies within the reach of every teacher with little or no expense to anyone except in teacher time.

Furthermore, it must be fully understood that educational helps are not "magic wands" to be waved in front of students with the result of painless, effortless "overnight learning." These helps aid the teacher; they make teaching more effective and learning more rapid; but they never can take the place of the teacher.

Audio-visual materials must fit into the curriculum as an aid to the planned course of instruction. Outside the field of formal education, A-V materials are bright, entertaining, and dramatic. Brought into the pattern of learning is there any reason why they should lose luster, become unattractive?

As a necessary corollary to an education which embraces these helps, it may be stated that audio-visual materials are basic to teaching on all levels of education. They must be used all along the line. Not only in the elementary grades are they capable of producing efficient and effective performance, but likewise in the secondary school, in the college, university, and in almost all phases of adult education.

Conclusion

Perhaps the greatest single development in education in the past decade has been the increasing use of audio-visual materials as an educational medium. It is an accepted fact that people of all ages learn faster through association — through use of all the senses than by words alone. However, audio-visual materials are

tools of learning whether they be films, textbooks, or blackboards. As such they are not intended to be a substitute for but rather an aid to good teaching.

Audio-visual materials are not something separate, therefore, from other materials of instruction. Their use may involve reconsideration of some of our teaching methods. When the full range of audio visual is utilized in teaching, printed materials may be used last instead of first, but it is likely that more printed materials will be used, and that they will be used with better understanding, enjoyment, and appreciation.

Definitely audio-visual aids are in the educational picture today. They have proved their worth: they are making teaching more effective. However, educational helps will not teach for the teacher. More planning, more skill in teaching, and more time in preparation are required to make use of field trips, pictures, movies, maps, recordings, etc., than to teach without them. Today our immediate task is not to justify the use of audio-visual materials in the schools; not to ignore their existence but to catch up with the progress of other social institutions in the use of materials which have long since been justified by experiment and experience.

This then is the challenge! Ours is the professional responsibility of accepting it and, as we meet its implications, to grow in that challenge and thus grow in our contributions to the full, worth-while living of those we educate.

Helping Our Retarded Pupils

*James A. Fitzgerald, Ph.D.**

THE administration of a diagnostic and remedial program of instruction is a co-operative project which may involve any or all of the following: children, teachers, principals, supervisors, and the superintendent's staff.

The basic principles for such a program may be set forth in four words: diagnose, remedy, prevent, and motivate (1, 3).¹ Four basic principles which paraphrase these words are: 1. Diagnosis must precede remedial work and continue throughout the remedial program. (2) Remedial instruction must be given interestingly on the level of the child's comprehension and ability when deficiencies are noted. (3) In a long-time program of instruction, prevention should be emphasized. Difficulties may be prevented by efficient methods. (4) Correct motivation should develop interest in dynamic activities and worth-while materials (6).

The Diagnostic Program

Testing. After survey testing by the teachers has shown the subject-matter area in which remedial instruction must be undertaken, further testing and appraisal must be carried on to identify the children who are retarded.

For efficiency of administration, the testing should begin with the whole group, that is with the children in grades 2 to 8 in the field in which the instruction is to be initiated. If a group is normal, approximately 25 per cent of the children may be found retarded in a particular subject. In the Walsh School, 33 per cent were found to be retarded in reading. In St. Thomas the Apostle School, 25 per cent were found to be retarded. In a class of 50, from 7 to 17 may be retarded from 3 months to 4 years in such a field as reading. From this point on, this discussion will be concerned with these 7 to 17 which we shall refer to, for the sake of economy of words, as the 12 retarded children. These 12 must be tested and appraised in order that both their deficiencies and their strong points may be discovered (2, 4, 7).

Principles of Diagnosis

The following principles should be helpful in the diagnosis:

1. The causes of failure in arithmetic, reading, social studies, and so on, are complex and may be found in one or more of many factors such as, instruction, materials, methods, the community, the home, teacher competence, the child's ability.
2. Diagnosis should discover the causes of defects and difficulties of a child.
3. Diagnosis should indicate the points of dominant interest, power, and strength of a child.
4. Diagnosis should be complete.
5. Diagnosis should be continuous (3).

Areas and Techniques

The following areas of diagnosis, in which some suggestions for appraisal are made, should be recognized (3, 6):

1. Physical: The results of a physician's examination should be utilized. The eye, the ear, the nose, the throat, and breathing are important in both learning and living. The teacher may administer the Snellen Eye Test, hearing tests, hand tests. The Telebinocular and Audiometer may be used in the examination. Attention should be given to malnutrition, poor posture, fatigue, and rest. The results of these tests and investigations should be helpful in charting a diagnostic program for a child who is in need of such (4).
2. Mental tests: By means of group mental tests such as the *Kuhlmann-Anderson*, the *California*, or the *Otis*, the approximate intelligence of a child may be determined. In special cases the revised *Stanford-Binet* is highly useful but it should be administered by a psychologist or a teacher trained for the purpose.

It is important that the teacher recognize the index of mental retardation which is generally indicated by the fraction MA/CA. It must be understood that normal intelligence (I.Q., 100) is to be recognized as a far more favorable factor for learning than low intelligence such as a child has who is chronologically the age of 12 with an I.Q. of 60. Such a child who has a mental age of a

*Professor of Education, Fordham University, New York, N. Y.

¹The numbers in parentheses refer to the bibliography at the end of this article.

little more than 7 years cannot be expected to read as well as a normal fifth-grade child.

3. Achievement: The achievement level of children in the subject fields should be determined by using tests such as the *Iowa Every-Pupil Tests of Basic Skills*, the *Stanford or Metropolitan batteries*, or the *Co-ordinated Scales of Attainment*.

4. Diagnostic tests: Mention can be made of a very few tests in this paper. The *Durrell-Sullivan Reading Capacity and Achievement Tests*, the *Compass Diagnostic* or the *Brueckner Diagnostic Tests in Arithmetic*, *Gray's Oral Reading Paragraphs*, the *Otis Silent Reading Tests*, and the *Freeman Handwriting Scale* are examples of tests that may be used in diagnosis.

5. Analysis of written work: The results of written work are a permanent record in any such subjects as spelling, reading, and arithmetic, and may be studied and restudied in order to determine causes of difficulties (4).

6. The observation of pupil behavior: There are many reasons for the observation of a child working; for example, the child may be caught making errors in writing and corrected at the moment. He may be observed borrowing across a zero in a faulty manner and given guidance when he needs it. In such observation the teacher is the judge and the guide. She notes small points of departure from normal behavior, and the smallest point may sometimes be the turning point.

7. Interview: Interviews with the pupil and sometimes with the parent are helpful in diagnosis. The appraisal of a child's reactions, the face-to-face give-and-take of conversation, and the attitude expressed in word or gesture may go a long way in determining difficulties and causes of these difficulties.

8. The Interest Inventory: A few years ago it was my privilege to develop an Interest Inventory which was found of value in determining interests, activities, and attitudes regarding reading. This inventory has been presented to teachers in the schools where it may be used in diagnosis. Such an inventory is of value not only for a reading program but for a language or social studies program also (5, 6).

9. Personality testing: A child's personality is important and should be carefully appraised. In addition to the interest inventory mentioned, such a test as the *California Test of Personality* may aid in determining personality traits which are helpful or of doubtful worth in learning.

10. The case study: For children who are greatly retarded the case study may be utilized. Briefly, it is concerned with a child's background, home and community environment, school history, mental, physical, and emotional factors. His achievement from grade to grade, his successes, and failures may be charted carefully and compared in order that remedial work may be directed in accord with his needs and interests.

11. The cumulative record folder: A cumulative record folder should be used for every child in a remedial instruction program. In brief it is a summary of child achievement. As such it should be studied. It is a record of the child's progress. In it may be kept records of work, of attitudes, of success, and failure, the results of intelligence, achievement, and diagnostic tests. It should record changes of behavior. It may be used as a basis for assignment. It is a portrayal of what the child is mentally, physically, and emotionally. It should show what the child has done, what has been done for him, and what is being done to help him. It may indicate what should be done to help him grow and succeed (6,7).

Results of Diagnosis

The results of diagnosis are the beginning of remedial instruction. Diagnosis is a prerequisite for remedial procedure but it must be continued throughout remedial work. Whether group or individual methods are used in diagnosis, soon or later the following questions concerning each child must be asked and answered.

1. What are the difficulties and deficiencies of this child?
2. How can they be determined and discovered?
3. What are the causes of these difficulties?

4. What measures can be taken to overcome the difficulties?
 5. What are the abilities and dominant interests of this child?
 6. How can these be used for improvement?
 7. What is the best way to interest this child in learning to read, write, spell, or figure?
 8. How may this child achieve independence in reading, writing, spelling, and figuring?
 9. In what field and on what level should instruction begin?
- Upon the basis of answers to such questions the child should be taught.

The Remedial Program

Co-operative Planning

The best remedial program should result from planning by the teacher, principal, supervisor, and others delegated by the superintendent of schools. Here are three general plans which have been utilized in the past:

Plan I. Each teacher may handle the retarded in her classroom. These should be taught in a special class free from interruption of the others in the room. These others may be assigned work as an alert and experienced teacher understands.

Plan II. A remedial teacher may teach the severely retarded in a special room, while the classroom teacher handles the less severely retarded in her own classroom.

Plan III. Each severely retarded child may be taught individually by members of a psychological staff in a clinical department.

Plan I is the most economical and most practicable no doubt in this situation where numbers of children are large and the teaching staff limited. It may, however, be supplemented in special schools, special classes, or pronounced remedial cases by suggestions from Plans II and III. Those responsible for the program will determine the details (2, 4).

Plan of Administration

The plan of administration should be understood by the teacher. It is psychologically effective if she helps to organize the plan under capable leadership of the supervisors and principals.

The formulation of purposes should be clear; anyone who would formulate the purposes of reading should refer to *The Twenty-Fourth Yearbook of the National Society for the Study of Education* in which the major objectives of reading — experience, interest, and habits, skills, and attitudes — are so dynamically pronounced. *The Thirty-Sixth Yearbook* of the same society and scores of other good sources should be available to those who plan the remedial program for reading.

To be specific, a period of 40 minutes a day in school time five days a week is needed for the teacher to instruct the remedial group. At least, this amount of time given efficiently to the remedial group in an interesting and systematic way will be of great value in improving the reading of the members of the group.

The periods from grade to grade may be staggered so that materials used by one group may be passed on for use in another class. For example, the retarded class for the second grade may be scheduled to meet at 9 o'clock, the retarded group in the third grade may be scheduled to meet at 9:40. The times for the others might be as follows: fourth grade at 10:20, fifth grade at 11:00, sixth at 1:00, and so on. Each teacher adapts the instruction to the needs of the retarded children in her group. For example, the fifth-grade teacher in a remedial reading program in which she is guiding 12 children, may have three children a half year retarded; five reading on the fourth-grade level, a full year retarded; three reading a various levels in the third grade; and one may be reading on the second-grade level.

Because each child has his own peculiar difficulties and interests, assignments should be different from those made to the others of the group on the same level for many of the types of lessons to be taught. In other words, materials should vary in type and interest on different difficulty levels to meet the needs of different children.

The weekly schedule, for the fifth-grade class in remedial reading, for example, with only a few suggested materials for which other materials equally good could be substituted, follows:

Monday: Worktype Silent Reading

1. *Little Wonder Books*, Merrill, grade levels 1-6
2. *Our America Series*, Merrill, grade levels 3-7
3. Reference materials, to be selected as required

Tuesday: Recreational Silent Reading

1. *Children's Bookshelf*, Ginn, grade levels 1-8
2. *Washington to Lindbergh Series*, Hall and McCreary, grade levels, 2-8

Wednesday: Drill and Practice Type

1. *Practice Readers*, Webster, grade levels 3-8
2. *Reading Skill Text Series*, Merrill, grade levels 1-12
3. *Gates-Pearson Practice Exercises*, Columbia University, grade levels 3-8
4. *McCall-Crabbs Standard Test Lessons in Reading*, Columbia University, grade levels 2-8

Thursday: Current Reading

1. *Catholic Messengers*, Young, Junior, Little, Pflaum
2. *My Weekly Readers*, Merrill, 5 editions

Friday: Library or Free Reading

Good books of interest.

One of the following types of procedure may be substituted for one of the above methods when, in the judgment of the teacher, the needs of the children require it (2, 3): audience reading; oral remedial reading; choral reading; mechanics (phonics, phrasing, vocabulary, flash cards, graphs, dictionary work, games, etc.).

Principles in Remedial Reading

Because of the lack of space we limit ourselves here to 20 terse suggestions for the teaching of reading in a remedial program:

1. Plan and follow a systematic remedial program.
2. Base remedial instruction upon the results of diagnosis.
3. Provide a pleasant environment for the retarded child — good lighting, homey atmosphere, and good study conditions.
4. Utilize the principle of pacing. Begin with easy materials; increase the difficulties gradually. Diagnose continuously, noting the child's defects, abilities, and interests. Provide work closely related to interests and abilities of the children.
5. Consider each child an individual, different from all others, with difficulties and problems of his own.
6. Help the child with his own difficulties not with some other child's problems.
7. Help the child to learn, but do not tire him with repetition of what he already knows.
8. Use the principle of readiness. Motivate the child. Take advantage of his interests and moods. Determine readiness for certain types of work.
9. Take advantage of change in the child — change in attitude, change in desire, change in interests, and change in attention.
10. Challenge the child. Let his work be difficult enough at times to extend his powers and capabilities to the utmost.
11. Supply materials that are on the learner's level of ability, not one or two years beyond him.
12. Teach the child to examine his own behavior and actions in order to discover his weaknesses and strength.
13. Guide the child to appraise his own work.
14. Motivate the child to desire to overcome his difficulties and deficiencies. Help him to achieve a "conscience" in work.
15. Use the interests of children. Have materials accessible in which the child is interested.
16. Guide the child to develop interests in materials of real worth.
17. Help the child to make use of his own best powers and abilities.
18. Provide drill when the child needs it. Motivate drill so that the child strives to improve his work and correct his deficiencies.
19. Enrich the curriculum of each child.
20. Strive to develop in the child confidence, enthusiasm, and independence. Teach him to succeed (6, 7).

The teacher will be helped by her superior officers. The superintendent's office will be able to guide the principal, and the principal should be able to help and guide the teacher. Each of the methods suggested above should be carefully planned and adapted to the abilities, interests, and needs of each group on each particular day it is used. In this paper it is impossible to describe the methods of remedial instruction. However, we shall outline one plan with the hope that teachers may work out similar plans for each of the methods suggested above.

A Remedial Reading Plan

(5th Grade Recreational Silent Reading)

Such a plan may be clarified by a discussion of: preparation, assignments, reading, discussion, and summary.

1. *Preparation.* Use the record folders of the children in planning an assignment for each child.

John's record is consulted in order to understand what is important in guiding and motivating him to read profitably. I.Q. 98; likes adventure; attitude good; wants to read. Reading diagnosis of his grade level:

Reading to get general significance of a paragraph	3.9
Reading to predict outcomes	3.8
Reading to follow directions	3.6
Reading to note details	3.4
Vocabulary	3.5

Assignment: Story of Israel Putnam — third-grade level; 7 pages long; place reading slip in book at proper page with name of child.

Mary's record is consulted and analyzed in like manner; she reads on grade level, 4.2; her I.Q. is 102. She likes imaginative materials, dollhouses, poetic materials. A ten-page story on a "dream house" is selected, and her name and assignment with page reference note is entered in the proper place in the book selected for her.

Preparation for assignments for the other ten are made similarly. The assignments are made with the use of the record folders in each case. The first time the assignments are made, the process is slow and studied; the second time, the work is more rapidly accomplished because the children's records are more familiar and the children are better understood (4, 7).

2. *The assignments.* The children are given their books in the first two or three minutes of the class period. The teacher sees that each begins to read in the proper place.

3. *Pleasurable silent reading.* Each child reads the selected story; the object is that he experience pleasure in reading a good story fitted to his needs and interests. It is possible that a mistake has been made in the assignment to one or more individuals, particularly on the first occasion of this type of reading. The teacher observes the children as they read. John is on the hunt with Israel Putnam. Mary is absorbed in the story of the beautiful house. William is not reading. The teacher asks about his difficulty. He says, "I don't like this story." The teacher inquires about the reason, and another story is substituted which is easier and of the type that the child indicates he likes. George has halted his reading. He asks the teacher what a word means; she tells him, and he proceeds. So the teacher observes the child read; she helps the child who needs help in the various ways thought best. She changes an assignment when it is necessary; but as she learns to know her group, she chooses stories that each likes. Thus her difficulty in conducting this type of procedure diminishes. During approximately 30 minutes that the children read silently, she discovers weaknesses, strength, and interest. This observation and judgment are of great value in making the second assignment of this type. They help also in the selection of interesting stories on the right levels that are the correct length.

4. *The discussion.* The last five minutes of the period may be given to an oral activity. Each child may wish to volunteer a word about the story that he read. The children are interested in the stories of the others. A child may say simply, "I like this story." Another may say, "Give me another like this." A third may state,

"I don't want another like that one." An evaluation of these responses will be of value in further analysis and assignments.

5. *Summary.* Such a type of procedure is planned to give the children interesting experiences on their reading levels. The set of books used for this work must be kept in the school; they must not be given out for library reading because this type of lesson requires a fresh story at each session.

Other methods may be planned and conducted in a similar fashion with details appropriate to the method (2, 4, 7).

Guiding the Teacher

In a remedial program such as the one envisaged by the writer the superintendent or a special assistant — a special supervisor — may be able to give invaluable help. The following suggestions all of which would be helpful and some of which may be utilized have been found valuable.

1. A reading center: For the guidance of teachers in other schools a reading center, or, for that matter, a language center, or a social studies center, may be established in a centrally located school. Here the best materials may be assembled and used in both diagnosis and remedial work. To this center teachers can come to peruse new materials and to observe accepted methods for teaching various types of lessons.

2. A director: A director or co-ordinator, appointed by the superintendent, who understands children, teachers, principals, curricula, methods, and materials will be helpful in guiding instruction in schools that utilize the diagnostic and remedial program.

3. Demonstrations: Demonstrations exemplifying the use of materials and methods may be given first in the reading center and later in other schools in order that effective procedures can be studied and adapted in the various schools to the needs of the groups. The inspiration which comes from seeing a capable teacher instruct a class is not one of the least of the values to be achieved through demonstration.

4. Meetings: Meetings of the teachers and principals with the co-ordinator or director are helpful in planning the work of diagnosis and remedial instruction (2).

5. Evaluation and measurement: Testing to measure the progress of remedial instruction may be conducted under the guidance of the principal of a school or it may be system wide. In this way, the value of such a program will be determined. Through such a follow-up the weaknesses of such a program may be diagnosed and steps taken to improve instruction (2, 7).

The Teacher's Background

Such a program is a privilege. To guide a child who reads poorly to read normally is a valuable service. In order to do this the teacher must have knowledge of the aims and factors in reading, arithmetic, and other subjects; such knowledge can be obtained in many ways. The teacher may read professional books; she may attend courses in diagnosis and remedial instruction in a university; she may investigate professional literature, magazine articles, monographs, and other materials in order to improve her basic understanding and her techniques of teaching.

The teacher must know the worth-while materials in the field.

In reading, for example, she should recognize the influence of good books. She should understand that children's choices in literature are different from teacher's choices. A teacher's idea of what will interest a fifth-grade boy may need revision. There is research which clarifies children's choices. For example, Mother St. Bernard studied children's choices in Catholic poetry on the fourth-, fifth-, and sixth-grade levels at Fordham University. Her thesis is a masterful piece of research. Sister M. Florence did the same type of thing on the seventh- and eighth-grade levels at Loyola University. Dr. Mackintosh in a University of Iowa study presented children's choices in poetry. These studies and other works by Uhl, Terman and Lima, Gardner and Ramsey, and Buest should be known by the teachers who teach reading in order that the interesting and appropriate materials may be selected for each child.

The works of national committees in reading, arithmetic, social studies, spelling, handwriting, and language should be known to the planners of such a program. Understanding can be achieved by reading the yearbooks of the National Society for the Study of Education, the American Association of School Administrators, the National Catholic Educational Association, the Elementary Principal, and so on. Authorities such as Horn, Gray, Gates, Betts, McKee, Harris, Durrell, Fernald, Knight, Wilson, Brueckner, Beard, Bagley, Buswell, Monroe, Tryon, and Greene should be consulted.

Summary

The administration of diagnosis and remedial instruction can improve the learning of children. By means of informal testing, standard tests of intelligence and achievement, diagnostic scales, interest inventories, and through observation and analysis, the difficulties, abilities, and interests of each child may be determined.

By co-operative planning, an efficient program for remedial instruction may be scheduled and carried out. Children lacking in skills and knowledges can be taught according to their needs interestingly on levels suited to the ability of each. By means of such a program children improve not only their learning but also their attitudes toward life in and out of school.

Remedial instruction based upon understanding of each child's needs is carried on best as a co-operative program in which a director, supervisors, principals, teachers, and children engage actively and enthusiastically.

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— G. C. Harmon

Cumulative Records

For a High School of 250 Students

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NO MODERN school completely fulfills its function of guidance or adjustment unless it includes a record of the growth and experience of each pupil. Report cards and cumulative records no longer need be thought of as static, meaningless, and lifeless things. Individual pupil records should provide a picture of developing interests and tendencies of the children. They should include information with respect to such factors as health, home conditions, scholastic progress, talents, exceptional mental abilities, or difficulties — in short, all significant developments which have appeared during the child's career in school. Such records aid the teacher in her effort to assure the child's continued development through each successive grade. To devise such a cumulative record for the elementary and high school implies a conception of the pupil "as an individual and continuous entity," whose developmental history is more significant and revealing than his status at any one time.

These data are valuable not only in effecting the better adjustment of pupils to the school, but also in furnishing the teacher with information regarding regular instruction. It will help her provide better guidance and to direct more intelligently the individual's progress. The principal should assume the responsibility for the collecting and recording of significant data, although very little can be done without the co-operation of all the teachers. The record should be made in duplicate — one for the homeroom, and one for the office. Such records greatly assist the principal in placing new pupils.

What Is the Cumulative Record?

The cumulative record is the device by which schools keep an account of those items of knowledge about the individual which seem worth preserving for use from time to time by teachers, principals, and counselors.

Cumulative records as a device require more than a knowledge of the significance of individual items for pupil welfare.

The cumulative record owes its particular value to two features:

1. It brings together the successive measures, ratings, or informational items, of the same trait over a period of time.
2. It brings together measures, ratings, and information of items on different traits.

The present trend is to take the cumulative records out of the principal's office and place them in the home rooms. Home-room teachers know the child better than the

principal. The school secretary usually knows little or nothing of the child. The file in the homeroom should contain general information about the child.

The first test of any personnel record is its usability. It must conform to the how, when, and by whom it is to be used.

Cumulative records are used by the dean or other administrative officer or counselor, sometimes by the student government groups.

The most usable record is a running record which includes only essential data. It consists of a series of brief characterizations or reports of the student's reactions to situations and problems.

Records Assist the School

The philosophy and practice of a school are reflected in the structure and use of its pupil record system. A school's cumulative pupil record system should be examined in relation to the school's objectives and curriculum and to the daily activities of the students and faculty.

Few improvements in cumulative records are possible without the co-operation of all staff members who use records. The most effective way to make staff members realize the significance of cumulative records and their positive potentialities as an aid in working with the students is through participation in an examination of record problems. In many respects such an examination will amount to an evaluation of the school's educational program.

In most schools the clerical burden of record maintenance falls largely upon teachers. This is one of the greatest handicaps to the development of a healthy attitude on the part of teachers toward records. This burden can be greatly decreased through an efficient organization of all the mechanical aspects of record keeping. Systematic procedure in assembling and recording data will go far toward decreasing the teacher's clerical burden.

Much can be done to increase the scope and validity of recorded data through a straightforward and honest use of the record in work with the students. Students can profit greatly from a periodic review of their school record with a counselor or teacher, providing the spirit of this review is constructive.

A student's record should not be used as a club. His strengths as well as his weaknesses should appear on his record.

Records for Student Guidance

The maintenance of a cumulative record system represents an essential phase of the

guidance program, for information is one of the mainstays of guidance activity.

Oversimplification, which usually follows an attempt to make the system compatible with restricted clerical service, frequently results in such sparsity of worth-while factual material that even the limited expenditures of time and effort are not justified.

Undue complexity, arising from the laudable aim to achieve perfection, often results in a system which is understandable only to trained workers and which, because of heavy overhead, may never be maintained in accordance with the original design.

Cumulative records testify to facts in sociological adjustments and are being used as active aids in the encouragement of child development; they play an important role in child guidance by helping the school personnel:

1. To understand better the physical, social, and mental characteristics of each child.
2. To understand better how a child has developed or failed to develop in reacting to school experiences over a period of years, and through that understanding to help him through his growth.
3. To adjust more effectively school activities, school departments, and school schedules to the needs, interests, and capacities of children.
4. To help pupils adjust more quickly in the change from elementary school to junior high school, and junior high school, to senior high school and to advanced schools.
5. To make possible more intelligent choice on the part of the child through more intelligent advice on the part of the school in the selection of vocational or advanced educational opportunities.
6. To provide a tool for use in follow-up of pupil progress in advanced educational institutions or vocations.

Specific Uses of Records

Cumulative records should be as simple as possible in form, should be easily readable by all who will need to use them, and should contain only relevant data. Records should be so organized that the teacher or guidance worker will be able to find the information desired with little waste of time and energy.

A separate folder should be provided for each student and should contain records divided into sections dealing with personal and home data, health information, records of participation in activities and of positions of leadership held, records of achievement and teachers' evaluation of work

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done, reports from teachers and advisers concerning social adjustment in curricular and social activities, records of vocational and educational interests and principles, vocational experiences, honors received, evaluation of personal traits, daily schedule, attendance records, psychological and educational test data, anecdotal reports of behavior, avocational or hobby interests, personality inventories, copies of reports to parents, records of conferences, and interviews with the student and all other pertinent data:

1. In the study of needs of pupils in an instructional field.
2. In the discovery of causes of behavior difficulties and failures.
3. In the identification of gifted pupils.
4. To assist in the discovery of special abilities.
5. In furnishing a basis for advising a pupil who wishes to leave school during or at the end of the high school period.
6. In advising the student in the choice of schools when graduating from a school or transferring from one school to another.
7. In determining a type of educational course which best fits the student.
8. In advising the students to the efficient use of his time.
9. In placement.

Features of Good Records

1. The most satisfactory record system for any given situation is based on the specific needs of the school.
2. The record system should provide for necessary entries, and it should be sufficiently condensed to place it within the range of clerical service available to the department.
3. The system should involve the filing in folders of all case materials, including the record card, which should be removable.
4. The record card should include, in addition to space for the entry of personal data, a profile for the tabulation of standard tests results and progressive achievement and provision for the listing of school marks by teachers in subject matter fields.
5. Progressive achievement should be tabulated on some basis of central tendency such as the standard score for an average of all marks rather than by individual subject marks.
6. The record card should be constructed in such a manner that the meaning of its data is understandable to pupils and teachers as well as to the professional guidance worker.
7. Pupil questionnaires, which are administered annually and kept within the folder, supply supplementary material. Printing the record on two sides of a stiff card rather than on the inside surface of the folder itself is more readily available for work with pupils and teachers and the use of the card simplifies the clerical service incidental to the periodic entry of personal data.
8. The achievement profile based on per-

manent standard scores are derived from teachers' letter marks. The use of standard scores supplies not only the central tendency of an individual pupil's marks, but also his relative standing in terms of the group of which he is a member. This, when entered on the profile, is a clear and persuasive tool for work with children.

Content of an Ideal System

1. Personal pattern of goals
2. Records of significant experiences
3. Reading records
4. Records of cultural experiences
5. Records of creative expression
6. Anecdotal records of pupils
7. Records of conferences
8. Records of excuses and explanations
9. Records of tests and examinations with an explanation
10. Health and family history
11. Oral English diagnosis
12. Minutes of student affairs
13. Personality ratings and descriptions
14. Questionnaires
15. Records of courses and activities
16. Administrative records

Forms cannot be installed all at once. They may be chosen from the above list and made available for the evaluation of even the more tangible outcomes of progressive education if schools are willing to develop, collect, and interpret them. It is recommended that one start with a plain Manila folder.

Records Prove Their Worth

Notwithstanding the obvious values to be derived from cumulative records such as those that have been described, some persons will feel that they are impracticable because they are more expensive than the usual type of record. However, the actual difference in cost between various record cards is relatively small. It is true that the cumulative record card is more expensive from the standpoint of the time involved in recording the data and interpreting the record. Such a system of records should be under the supervision of a counselor skilled in sensing the significant facts in a student's experience both curricular and extra-curricular and who is also a keen interpreter of these facts in relation to each other and to the individual concerned. But, after all, the least progressive member of the community will hardly regret money spent to adjust school boys and girls to their environment. If the case can be won by helping his own child discover his abilities and interests, so much the better.

A system of cumulative records by itself is not enough, no matter how much information it may contain. But, a comprehensive, cumulative history of a student's complete educational career in the hands of a keen, intelligent adviser, who can discover the significant two and two, and can put them together and get four, is what every school should be expected to provide.

Furthermore, it is what every parent should demand for his children. Such service is a part of an effective education.

All teachers, principals, and guides—in fact, anyone in the school system who deals directly with children—will find the use of the cumulative record one of those challenging daily activities which raises teaching above the level of skilled artisanship.

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Seeing and Hearing the Religion Lesson

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IF TEACHERS of religion are to profit by the advances made in the field of audio-visual education, there must be an earnest effort on the part of school administrators and principals to provide schools with projectors and other devices of visual education. In the next decade audio-visual tools will be more widely accepted by teachers who claim a progressive interest in teaching method. Though educators have used films, with the exception of sound motion pictures, for more than 25 years, a large number of teachers of religion are not without a skeptical and an indifferent attitude toward their use. It is safe to say that scarcely any phase of the school program has claimed more widespread interest and attention than the audio-visual procedures. Teachers who ignore the advantages placed at their disposal by modern science and inventive genius may eventually become blind lovers of the past and devotees of the "horse and buggy age." Schools of the next generation without audio-visual projectors or other film projectors will be classified as old fashioned. Today administrators are interested in determining the proper role of audio-visual instruction, based not on the unsupported claims of enthusiasts but on facts. Educational methods of the army and the navy during World War II proved the value of films in training thousands of young men for military service. War industries used the film for increasing production. Today the "G.I. way" has been urged too insistently, and too often for Catholic educators to ignore it.

Teachers of religion know that there are differences between the educational methods of the armed services and the long-term plan of the traditional school system. While they are ready to use all materials and methods that are psychologically sound, yet they realize that wholesale adaptation of the methods of less formal educational agencies is neither requested nor recommended. Following these principles, perhaps, teachers of religion who hesitate to use films may think that films are a passing fancy of overenthusiastic principals or administrators.

In the field of catechetics, however, visual materials have been known for centuries. Teachers of religion in the early Church recognized the importance of visualization not only for instruction but also for the molding of character. Through biblical, liturgical, and historical pictures, the catechetical schools of the early Christian centuries impressed their students deeply

and led them to acquire clear and concise concepts of revealed truths. Witness the trend in modern textbooks which contain ample illustrations, drawings, maps, and pictures resplendent with color. Experience of the past has proved the value of visual material as aids to teachers and pupils. The axiom, "learning comes from hearing, seeing, thinking, and doing," is true in visual education.

The Learning Process in Audio Visualization

In learning there are three distinct processes: (1) sensation and perception—here the senses receive the impressions made upon them by external objects; (2) assimilation and organization of knowledge which lead to understanding; (3) application and use of the knowledge required. A film showing the parts and ceremonies of the Mass or illustrating the parable of the Prodigal Son may rapidly establish uniform concrete concepts that correspond with reality. Teachers may explain material for weeks and weeks before pupils eventually form uniform mental pictures of specific objects or situations. In the assimilation and organization process, the film aids the intellect to seize quickly upon the data presented by the senses. Correlation of the new concepts with the old store of knowledge, previously acquired, results in the acquisition of new knowledge. Moreover, during this process of organization, the film demands attention and arouses interest.

Careful objective research has proved

that in many situations audio-visual materials contribute to the retention of learning. Pupils remember a picture for an amazingly long time. It is safe to say that audio-visual materials make a definite contribution to the development of meaning. The use of words without understanding their meaning, which educators call "verbalism," is frequently found by supervisors of school systems. In the development of meanings audio-visual materials accomplish their greatest effect. The breadth and depth of meaning are two outstanding advantages in the use of audio-visual material.

Two Types of Teaching Films in Religion

Two types of teaching films may be used in the religion class—35mm. film strips and 16mm. films. The film-strip projector requires no mechanical skill on the part of the operator and is well within the limits of the school budget. Teachers may prefer to use film strips because single or double frame pictures may be held on the screen for an indefinite period and thus permit a more detailed explanation of specific subjects by the teacher. With the film strip there is opportunity to turn back to previous frames when pupils have not fully understood the preceding part of the film. Many school administrators and teachers consider the 16mm. projector as a necessary asset for the modern school. The 16mm. motion picture is more animated and frequently offers a more complete treatment of a unit.

Planning the Use of Film Strips and Films

Teaching films are tools for learning, not substitutes, and the teacher must understand their purpose and know when and how to use them effectively. The best time to use a film strip or film in the classroom is when it will aid learning above and beyond that which would be accomplished by other types of instructional aids. Like all techniques of teaching, films in the religion class are more effective when they are correlated with the learning situation. The class announcement, "Today we will have a lesson based on a film," will lead pupils into learning situations and guard against entertainment attitudes found in the motion picture theater. Films in the religion classroom may be used to introduce a unit for purposes of motivating or to summarize and review the content of a unit. Film strips may be used before, during, or after the teacher's explanation of the unit. A lesson plan for the use of film strip and



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films may include the following: preview, purposes of film, means of arousing pupils' interest, explanation of new words and key points in the film, classroom showing of film, follow-up discussion, testing for understanding, assignments and references.

During the *preview* of a film strip or film the teacher becomes familiar with the techniques, the content, and the methods used in the film. As the content matter of a textbook reveals the authors' methods, so the content matter of a film will determine how the film may be used in the classroom. With a lesson plan, based on the psychological method of teaching, teaching films should tie in with the course of study and present supernatural truths to the pupils of various grade levels. Film plans, written on cards or in a lesson plan book, should reveal the specific purposes of the film, the relationships of the different parts of the film, and the subdivisions of the unit. Previews make it possible for the teacher to stand aside and view the film in its perspective, thus enabling him to lead the classroom discussion before and after the showing. To arouse pupils' interest the teacher may include in the plan thought questions and problems. That pupils may understand the meaning of new words and the background of biblical events shown on the film, the teacher lists such words and events as need explanation. Moreover, the purposes of the film are listed on the blackboard and a discussion of the purposes precedes the showing of the film or film strip.

Classroom Showing

Regardless of what method is used in a religion class, the complete film should be shown at least once before the active teaching begins. This overview of the film or film strip provides a background that makes for complete understanding of the unit. With the film strips, brief explanations of pictures and captions—frames that explain the pictures—add to the effectiveness of this medium. Experience proves that the occasional reading of captions by pupils sustains interest and stimulates questions. As we have said above, it is possible to turn back a frame or two of the film strip and to review pictures and captions that re-emphasize salient parts.

The fast action of the 16mm. film repeats identical pictures and thus permits the pupil to see and hear frequently the same explanations and biblical scenes. Sound films and records, synchronized with 35mm. film strips, appeal to the eye and the ear. What effectiveness the sound on the film or on the record produces depends on the correlation of the explanations and descriptions on the record or film with the content of the unit. In the analysis of pictographs—diagrams describing relationships and enumerating divisions—the teacher should explain every step or action in the drawing. Some teachers prefer to stop the 16mm. projector for one or two minutes so that the pupil may react to the

drawing by fixing firmly in mind the purpose of the designs. Film strips offer more opportunities for the teacher to stop at the pictographs and co-ordinate action and subject matter for the pupil. Though action is slow in the film strip, the pupils understanding progresses rapidly when there is evidence of quick reaction to each frame. Classroom showing of films is a preparation for the follow-up discussion.

Classroom Discussion

Showing of films in the religion class without follow-up discussions produces little stimulation for pupil activity. Pertinent and enthusiastic discussion offers an opportunity for the teacher to test the instructional value of films and film strips and to correct misconceptions. Questions and answers from pupils sharpen and clarify concepts and frequently effect changes in pupil understandings. The relationships of the content matter of the religious film with other courses must be introduced into the discussion. Application of revealed truths of religion, visualized by films, are necessary outcomes of pupil discussions. Follow-up discussions to be practical must show the quality and quantity of learning and act as springboards for activities which exemplify the teaching of religion. Oral quiz and floor talks are some of the recommended techniques. A second or third showing of the film for remedial purposes is required when the discussions reveal misconceptions and little knowledge of the doctrinal content of the film.

Testing and Assignments

That the quality and quantity of the learning may be measured the pupil is offered an objective test. Such tests when previously announced arouse interest and develop active listeners during the showing of the film. If the entertainment attitude of pupils toward teaching films is present,

the purpose of the film is defeated and eventually may lead to loss of time. Introducing films or film strips in the classroom without pupil reactions is an unwholesome use of an educational tool by teachers who are either inexperienced in the methods of visualization or who are merely entertaining their classes. Many Catholic school administrators classify entertainment films as extracurricular activities that have no place in the religion class where there must be a serious study of doctrinal and moral problems. A high percentage of failures in a test may indicate the need for further discussion or for another showing of the film.

Assignments in the form of projects, problem solving, and specific explanations of the purposes of the film deepen the pupil's understanding. Pupil reaction of a personal kind is a desired goal of good teaching. Teachers should give references to books, encyclopedias, and periodicals that explain in detail the content matter of the film so that pupils may enlarge their knowledge of the unit. Specific references to Holy Scripture, Bible history, and doctrinal works may be given to pupils as incentives to a thorough study of religion. All such references and assignments should bear directly on the teachings of the film. Pupil activities such as projects, essays, and drawings develop habits of study and facility of expression. What a pupil sees and hears in the showing of the film is to be translated into action and words.

Teacher's Interests and Obligations

A film produced and distributed by Encyclopedia Britannica Films, Inc., demonstrates an approved procedure for teaching with films, based upon 15 years of research. This film illustrates how to visualize a lesson; how to preview a film; how to discuss and list the purposes of a film, and how to prepare a discussion that follows the showing of the film. The value of films and film strips as teaching aids depend largely on the teacher's ability and the use of a film plan. The use of films should be neither sporadic nor continuous. Where the teacher keeps a card file of the titles, running time, the content, and the evaluation of films, much time will be saved in the selection of films.

Teaching films and film strips cannot take the place of the teacher, for they are merely supplements to the teaching process. Teachers of religion should see in colored films an added attraction and pleasure for pupils and consequently greater interest and attention. With a yearly master plan indicating when films are to be used in the school year, there is strong belief that the teacher will use films to greater advantage. Teachers familiar with the merits and limitations of the types of teaching films know that there is definite place for films in the teaching of religion. Seeing and hearing our religion are basic steps for living our religion.



— G. C. Harmon

Teaching Elementary Science the

Audio-Visual Way *Sister M. Aquinas, O.S.F.**

DO YOU teach science in the elementary school? If so, you know what an interesting subject science is to our boys and girls. Enthusiasm is almost 100 per cent. Research during the past 20 years has helped us to determine what concepts can be learned by the elementary pupil at various grade levels. We know what to teach our children in science, because we know what they can learn. Experience today confirms the validity of the conclusions of research.

Every elementary teacher should acquaint herself with the concepts research has shown can be learned by the child at each grade level. If she teaches the audio-visual way, memorization is unnecessary, and the element of failure is eliminated. In the standard course of study for elementary science, the concepts are spiraled so that none are too difficult at any grade level, and there is a gradual development of each major topic.

One of the objectives of science in our Catholic schools is to bring the child closer to God. If God is given His rightful place in science, if the concepts are taught as truths emanating from God, the child gains knowledge of God that cannot be learned otherwise. Satisfaction comes to the child with the actual touch of God's creation. The attributes of God are more vividly impressed on the child's mind through the avenue of the senses than through mere verbalism. Greater knowledge of God stimulates greater love and service.

Nature Study

To accomplish more efficiently the above objective, the elementary teacher brings nature into the schoolroom and takes the child out to nature. Activities in the form of tours, field trips, planting experiences, raising of plants and animals in the classroom, watching the sky, observing the weather, making exhibits, drawing explanations are all visual aids that arouse curiosity, stimulate interest, strengthen understandings, and develop correct attitudes toward nature. A good elementary course in science enables the child to grow in his relationship to nature as he grows in his knowledge of God.

Another objective in elementary science is the building of background for enjoyment of science reading. Many splendid books in science on the elementary level are on the market. Magazines, newspapers, newsreels, and pictorials present materials children can understand if they have an elementary knowledge in the field of science.

The elementary teacher is alert to ways of building a science vocabulary that will help boys and girls to find their way in the age of science in which we now live.

Audio-visual aids are a help in all subjects, but may be a necessity in the teaching of science, especially to the child who is slow in reading. Elementary science courses should be flexible, suited to the needs of the group, and within the facilities of the school. Some children may fail in science if they are left to themselves to figure out from a book how a law works. If the teacher explains the lessons, arouses desire to explore, test, and experiment, if she presents truth in a background of visual materials, many more children will come to a knowledge of the truth than through a book alone. The part God constantly plays in nature becomes known to the child through the teacher, and his own thinking, not through the textbook.

Science Activities

One of the best ways to present science concepts is by means of an activity. Let us say that we are going to acquaint the child with knowledge of how God makes plants grow. We may start the subject by explaining the parts of a plant. There are various visual ways to do it. An actual plant can be used, one having fullness of parts, or a chart can be used upon which there is a drawing of a complete plant. If an opaque projector is available, suitable pictures can be thrown on a screen for study. Children then can be directed to bring various plants to school, and encouraged to explain the parts to the group, either during science class or at some other time. Correlations in language and art can be made during the week of this activity.

The next step probably will be the presentation of concepts regarding plant propagation, with emphasis on seeds. Seeds can be soaked in water and dissected to find the root bud, the leaf bud, and the structures stored with food by the mother plant to enable the baby plant to germinate. Study from a chart of seed parts will strengthen these understandings. Planting seeds in a paper cup filled with sawdust is a favorite experiment with children. The seeds (peas, beans, corn) are planted and the sawdust watered at regular intervals. After a few days the contents of the cup can be poured on a piece of paper on the desk and God's work for the plant during recent days noted. The children thus actively observe growth as a gift of God. They are surprised to find that, no matter how the seeds are returned to the cup, the root bud grows downward and the leaf bud upward.

This experiment can be repeated every few days until the green shoot of the seed

begins to show above the top of the sawdust. After that the child watches the plant grow higher and higher. He learns that sawdust provides water and minerals to the plant just as the soil does. Soil gives better anchorage than sawdust, which is necessary when the plant grows in the open for it is subjected to wind and weather. Besides, soil contains bacteria, nitrogen, and other minerals necessary to the growth of certain plants. Soil is a better home for plants than sawdust, but there are many advantages in using sawdust in a class activity.

After this experiment, many different kinds of plants are studied, together with their uses for food, clothing, and shelter. The child learns that the God-given adaptations in plants enable them to carry out the purpose for which they were created, namely, God's external glory, food for man and animals, and pleasure for man. Charts made by the pupils in art deepen these understandings.

Science Films

The film strip, "How Plants Live and Grow" (Popular Science) is an excellent device for reviewing the concepts taught. Other strips available, such as, "How Man Learned How to Plant His Food, Make Clothing, Make Shelter" are helpful in providing enrichment materials.

Sixteen millimeter sound films, such as, "How Plants Grow," "Roots," "Leaves" (Britannica) and "Growth of Flowers" (Coronet) help to stimulate more discussion. The film, "Dependent Plants" brings up God's plan for interdependence of plant life. Such films as "Butterfly Botanists," "Pollination," and "Seed Dispersal" show the principle of balance God effects in nature to keep plant and animal life ever flowing without His direct intervention. The film "Wildflowers" (Coronet), the series on conservation, "Our Living Earth" (Britannica) and "The Story of the Bees" (United World Films) make the economy of plant and animal life more meaningful to the upper grade pupil.

Every topic in the elementary science course must be approached in the audio-visual way if the subject is to be of the greatest benefit to the pupil. Producers of curriculum films have made a wide variety of films and strips on practically every phase of elementary science, bringing it down to the level of even the first grader.

An attempt to list audio-visual possibilities available to the elementary teacher has been made by the writer in a work entitled, "Suggested Visual Aids for a Tentative Science Program for Catholic Elementary Schools." This correlation can be obtained from Encyclopedia Britannica Films, Inc., Wilmette, Ill. (50 cents). The source of the

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science content outlined is "Guiding Growth in Christian Social Living," compiled at Catholic University by Sister Joan, O.P., and Sister Nona, O.P.

In all science teaching, including the audio-visual aids used, the teacher has the responsibility of keeping the child close to God in the science lesson. Our knowledge of social conditions today makes us aim higher in a science course than the production of a million more materialists who will use science to destroy men, body and soul, rather than to draw men closer to God and neighbor through a better knowledge of living our relationships. In the correlation mentioned the writer shows the teacher how to build a science lesson around God as the Author of Growth, of laws of nature, of movement, of order in creation. The principles and virtues of Christian social living that the teacher aims to develop as

she presents her lesson are indicated in each topic.

The Audio-Visual Way

Many Catholic educators are of the opinion that if general science is taught in the 8 grades of the elementary school, something different is wanted in Grade 9. Demand for laboratory biology in Grade 9 seems to be crystallizing. The decision may wait until our schools have grown in the use of a complete elementary science course, but a course in biology in Grade 9 will accelerate the present conventional science program and release more time to the student in senior high school to round out his college preparatory or his practical arts and science program. In any case, the audio-visual way is the best way to teach elementary science.

The Teacher Selects the Films

Sister M. Lillian, O.S.B.*

THE value of the classroom film is no longer questioned. Most teachers presume the pedagogical power of sound motion pictures. The problem of the moment does not involve doubt about the potentialities of audio-visual materials but it does involve concern over concomitant dangers. To use films wisely and well teachers must exercise both foresight and caution: foresight in planning toward ultimate and proximate objectives; caution in fitting films into the curriculum, not building the curriculum around films that happen to be available.

We Know Our Objectives

For all teachers in Catholic schools the objectives of Catholic education are not something vague and nebulous. From authoritative documents penned by our supreme pontiffs we know that the goal of Catholic education is to produce students impregnated with the desire to think, judge, and act according to the dictates of human reason and divine truth revealed by God and defined by Holy Mother Church. All teachers, if they are worthy to be called "Catholic" agree on this point. Any good means that foster the achievement of this objective must not be minimized. Otherwise we would be looking upon the products of human ingenuity in a very un-Catholic sort of way, and, due to our intellectual myopia, products from our Catholic schools would not possess qualities and attributes in harmony with our lofty ideals.

To religious teachers whose ultimate purposes are in great measure attained through the daily objectives established in classrooms, the flood of teaching material available is bewildering indeed. For instance, there is a com-

prehensive and annotated listing in *Educators Guide to Free Films*¹ with its several thousand free films and slide films. These references can lead into hitherto unexplored paths of visual presentation: the point is, are the paths worth following?

Choose What You Need

Films should not be chosen haphazardly, but rather in terms of their moral value, subject matter, age level, and cost. The mother of the baseball nine who has no girls in the family is not particularly interested in girls' dresses even if she could procure them for a song at a bargain sale. She has no need for girls' dresses. Likewise kindergarten teachers have little or no use for films on molecular motion. Yet, ridiculous as it appears, there have been instances of assemblies where six-year-olds were "rewarded" for good conduct with the dubious "privilege" of viewing chemistry films. Just what benefit they derived makes interesting speculation. Unfortunately, investment in free, rented, or purchased films may lead to bargains but not necessarily to truth. The practice of scattering a dozen free films through the semester schedule in the hope that they will be at least remotely related to the unit that has been, is being, or will be studied, is not worthy of the title "visual education" or any education for that matter. It implies seeing, to be sure, but not seeing in the sense of understanding, which, incidentally, is what St. Thomas had in mind when he spoke of the potency of the eye, as being more perfect than that of any other part of the human body considered in connection with the process of learning.

¹Randolph, Wis.: Educators Progress Service, \$5, revised annually.

The teacher who outlines the study program in terms of ultimate and proximate objectives and then proceeds to find the best tools to reach those objectives in the shortest possible time will necessarily consider various types of audio-visual tools, some of which, such as blackboards and record playing devices, may be permanent classroom equipment. Other tools, such as sound films, she probably will not find accessible in the school but may be able to borrow when needed. The problem of judging just when they will be needed and booking them weeks in advance has its difficulties but is not impossible of solution. Like canning in autumn in preparation for a long winter, careful film booking is rarely known to impede the smooth functioning of the program. One of the most desirable outcomes of audio-visual education depends on the implied necessity of good planning and systematic follow-up.

Can We Preview Films

But, it may be objected, what about previewing films? Should not the teacher be familiar with the content of the film she intends to us, and if so, how can films be previewed when they are available on a one-day basis only? There are three possible solutions to this problem: first, the film usually arrives one day to two days previous to the booking date; second, the film commentary is usually given in the teacher's guide which can be purchased and circulated through the school library; third, teachers who learn to use audio-visual aids wisely and well will incorporate film content summaries and film evaluations into their notes.

The Process of Elimination

What films are worth incorporating into the curriculum? Perhaps this question can be answered best by asking another. What constitutes the curriculum? And to what end is the curriculum directed? Suppose a biology teacher expects to teach a unit on the human circulatory system during the first two weeks of April. If she consults the September, 1948, edition of *Educational Film Guide*,² she will find six film titles, two of which are listed as suitable for use on the junior high school level and four on the adult level. There is a content summary for each of these films with information concerning rent or purchasing sources with prices, also brief evaluations of three of them. Even to the experienced teacher with "credits" in audio-visual education this information, however helpful, is not sufficient. She will know that the film called "Respiratory and Cardiac Arrest, unsuitable for nonmedical audiences," is not for her class. In fact she may be able to judge from the descriptions and evaluations given that only two of the films listed are likely to help her promote and produce the kind of learning she is striving to effect. She also has to decide whether the \$2 rental fee is justified under the circumstances. Oftener than not this was the first consideration and decided the whole question long ago.

²Sometimes called "the Wilson Guide" (New York: H. J. Wilson Company, 950 University Avenue), annual subscription, \$4.

*Film Librarian, Villa Madonna College, Covington, Ky.

And that is why many, far too many, Catholic teachers prefer to remain happily ignorant of an audio-visual movement which they believe to be far removed from their school budget. This is not a desirable condition in any faculty.

Do They Fit Into Your Plans?

On the elementary level also, considerable planning is necessary. It may happen that a teacher wishes to deviate from the usual procedure in introducing fractions to youngsters and experiment with a classroom film on the subject, supposing, of course, that the film is available at little or no cost. After all there are many economical ways of showing what we mean by a numerator and denominator and what each has to do with half an apple. In the 1948 *Educational Film Guide*, previously mentioned, 11 films on fractions are listed. At least five of these cover the same subject matter. Which does it most effectively? The best way to find out is to preview each of them with a specific classroom situation in mind.

Since few, if any, teachers have time for this, there is being developed in several dioceses throughout the United States a more practical method of film selection. In Covington, for instance, there is a standing committee

connected with the Diocesan Film Library whose function consists in previewing and recommending films and film strips for purchase. This committee consists of two priests and eight Sisters, who teach at various levels ranging from kindergarten through college. The committee was so chosen because it was believed that to be really good, and not lopsided, criticism should be integral. Materials should be judged from an aesthetic, a practical, and a philosophical point of view, by evaluators conscious of an urgent need to bridge the gap between teacher training and teacher teaching. Yet, regardless of who stocks the film library, the fact remains that films have special uses, and they are not interchangeable. The better they are, the more skillful must be the teachers who use them and the more intelligent the choice of the right film for the right job.³

In the audio-visual program, as in other classroom activities, responsibility rests with the teacher. Films will be effective and pedagogical tools, if she uses them prudently and cautiously, in striving to achieve the proximate and ultimate goals of Catholic education.

³John S. Carroll, *Teacher Education and Visual Education for the Modern School* (California: San Diego County, Office of the Superintendent of Schools, 1948), p. 4.

Films in a Lesson Plan

Lesson Plan for the Feast of the Immaculate Conception

Brother E. Ignatius, F.S.C.*

I. Date of Lesson: Time Allotment

1. To be taught on the school day preceding the feast—usually December 7.
2. For a religion period of approximately 40 minutes, although the plan may be adapted for a longer or shorter period—even for two periods, if necessary.

II. Grade Range

1. Grades IX to XII. May be adapted to higher or lower grade levels.

III. Remote Preparation

1. Projecting at the school, if possible, the motion picture "Song of Bernadette," on or before December 6 in the school auditorium. and/or
2. Projecting in the classroom the film strip "Lourdes." (Father Nell, Parish Co-op Service, Effingham, Ill., or Society for Visual Education, Chicago, Ill.). All pictures are clearly explained in the manual which accompanies the film strip.

NOTE: These two aids are useful but not absolutely necessary.

IV. Teacher's and Students' References

1. *St. Andrew's Daily Missal* (or a similar layman's daily missal). Explanation of the feast and prayers of the proper of the Mass for the feast.
2. Benedictine Convent of Perpetual Adoration, *Under Mary's Mantle*.

3. Brothers of the Christian Schools, *Exposition of Christian Doctrine*, Part I, "Dogma," 11th ed., 1945, pp. 278-282.

4. ——— Part III, "Worship," 10th ed., 1941, pp. 762-763.

5. *Catholic Encyclopedia*.
6. *Catholic Encyclopedic Dictionary*.

7. Gibbons, James Cardinal, *The Faith of Our Fathers*, explanation of the Catholic's reverence for Mary, 11th ed., 1881, pp. 194-232.

8. Hammer, Rev. Bonaventure (O.F.M.). *Mary, Help of Christians*.

9. Jaggard, Rev. J. B. (S.J.), *The Immaculate Conception*.

10. St. John Baptist De La Salle, *Meditation for the Feast of the Immaculate Conception*.

11. Lasance, Rev. F. X., *Our Lady Book*.
12. M. Inez, Sister (O.S.F.), *Religion Teaching Plans*, "The Immaculate Conception," pp. 202-216.

13. McKenna, Rt. Rev. Msgr. Bernard A., *The Dogma of the Immaculate Conception*.
14. ——— and Kenedy, William P., *The National Shrine of the Immaculate Conception*, Book II, "The Mary Book."

15. Reuter, Rev. F. A., *In Season*.

V. Materials to Be Prepared

1. *Mimeograph*
- a) An outline of the lesson. (A copy of such

*Ammendale Normal Institute, Beltsville P.O., Md.

outline is attached to this plan. It is drawn principally from the Brothers of the Christian Schools *Exposition of Christian Doctrine*, volumes on "Dogma" and "Worship," as indicated in the bibliography of this plan, Nos. 3 and 4.

b) A religious bulletin on Mary, similar to the sample attached to this outline; a bulletin produced by the Brothers' scholastics of De La Salle College, Washington.

2. *On the Blackboard* (to be copied in student's notebook):

a) "A Thought for Today," from Wordsworth's "Mater Immaculata."

b) Ejaculation across the top of front blackboards—printing in colored chalk preferred; script in white chalk may be used: "O Mary Conceived Without Sin, Pray for Us Who Have Recourse to Thee."

c) Quotation across top of side boards: "Mary Desires for Us Greater Blessings Than We Could Desire for Ourselves" (St. Bernard).

d) Quotation across top of blackboards: "A True Child of Mary Can Never Be Lost" (St. Alphonsus Liguori).

e) Summary of the mimeographed outline. Write the seven main headings.

3. *On the Bulletin Board*.

a) Pictures of Murillo's Immaculate Conception. Murillo painted many versions of his Immaculate Conception. Obtain two or more versions, if possible. These should be the best reproductions in color obtainable.

b) Pictures of Lourdes and of St. Bernadette.

c) Clippings from Catholic and secular newspapers of news accounts on Lourdes.

d) On the cork strip above the blackboards post Stations of the Cross, Mysteries of the Rosary, or the Saints in Action series (see Catechetical Guild catalog), pictures clipped from illustrated periodicals. These may be from the teacher's picture file or may be contributed by students from their collection.

4. *Film Strip*

a) "Lourdes." See Part III, Section 2 of this plan for a note on this film strip and its use in the plan.

VI. Procedure

1. *Reflection*: De Amicis' account of the manner in which he was affected by observing in the Museum of Madrid four grand Conceptions done by Murillo. The excerpt from his

A CORRECTION

In the article "Science in the Diocesan Curriculum," by Sister M. Theresette, S.N.D., published in the April issue of *THE CATHOLIC SCHOOL JOURNAL*, the two last sections, entitled "Aims and Objectives in General," and "Specific Objectives," were taken from "The Course of Study in Science, Health, and Safety for the Elementary Schools," Diocese of Cleveland, Grade Four.

The author and the editors regret the oversight by which we failed to credit these two sections of Sister Theresette's article to their real author, Sister M. Celine, C.S.J., Ph.D., Elementary Science Supervisor, St. John College, Diocese of Cleveland, and to obtain permission to print them from the copyright owners, the Diocesan School Board of Cleveland, Ohio.

Spain and the Spaniards was copied from the McKenna-Kennedy *Mary Book*, page 85.

Quote: "The Virgins of Murillo, clothed in white, with long flowing draperies of azure, with their great black eyes, their clasped hands, delicate, graceful, and ethereal, make one's heart tremble with their beauty and one's eyes fill with tears. He combines the truth of Velasquez, the vigor of Ribera, the harmonious transparency of Titian, and the brilliant vivacity of Rubens. Spain has given him the name of the 'Painter of Conceptions' because he is unsurpassed in the art of representing that divine idea. There are four grand Conceptions in the Museum of Madrid. I have stood for hours in front of those four paintings, motionless and entranced. I was enraptured, above all, by that incomplete one, with the arms folded over the Virgin's breast and a half moon across her waist. Many prefer the others; I trembled on hearing this, for I was filled with an inexpressible love for that face. More than once as I looked at it I felt the tears coursing down my cheeks. As I stood before that painting my heart was softened and my mind was lifted to a plane of thought higher than any I ever before reached. It was not the enthusiasm of faith; it was a longing, a boundless aspiration toward faith, a hope which gave me visions of a life nobler, richer, and more beautiful than that which I had yet known—a new feeling of prayer, a desire to love, to do good, to suffer for others, to make reparation, to elevate my mind and heart. I have never been so full of faith as in those moments. I have never felt so good and affectionate, and I believe that my soul has never shone more clearly in my face."

2. Offer the lesson to the Sacred Heart of Jesus, through, and in honor of the Immaculate Heart of Mary, for some special intentions recommended by the class, or for the teacher's intentions.

3. Explain Part I of the outline:

a) Say three ejaculations: "O Mary Conceived Without Sin . . ."

b) Ask for the meaning of the word *Immaculate*. Pupils' discussions on the ways in which Mary is Immaculate.

c) Explain the meaning of the word *Conception*. (High school students are old enough to be spoken to in a straightforward but reverent manner by a prudent teacher.)

d) Explain the meaning of the term *Immaculate Conception*.

e) Question several boys to see if they understand properly.

4. Explain Part II, showing how our Lord in redeeming all mankind from the slavery of sin, redeemed His most Blessed Mother by preserving her from sin.

a) Questions: Was Mary redeemed by Her divine Son? How?

5. Explain Part III. Proofs of:

a) The dogma in Holy Scripture.

b) The dogma in Tradition.

c) Defined as an Article of Faith, December 8, 1854, Pope Pius IX, Bull *Ineffabilis*: Quote exact words of the Pope which made the doctrine an Article of Faith: (Our Lady) "in the first instant of her conception was, by a singular grace and privilege of almighty God in view of the merits of Jesus Christ the Saviour of the human race, preserved exempt from all stain of original sin." [It] "is a doctrine revealed by God and therefore must be believed firmly and constantly by all the faithful."

d) Questions: Give one Scriptural quotation

to show that the dogma was expressed in Holy Scripture. Another quotation. One more. Show how the dogma was expressed in Tradition. When did the Most Blessed Virgin appear at Lourdes? To whom did she appear? How did she identify herself. For what is the Grotto at Lourdes especially venerated? What recent event took place that called our attention to Mary's great Shrine? (Sally Ann O'Leary's flight to Lourdes. The improvement in health noted as a result of her pilgrimage. The newspapers have been calling this a miracle.) How is Our Lady of Lourdes honored in this school? (Grotto on campus. Statues.)

6. Explain Part IV of the outline:

a) The incompatibility and inconsistency of her who was to be the Mother of God ever having been under the domain of His enemy, the devil, even for an instant. She was to have authority over the Man-God. He was to use her as the source from which He drew His most Precious Blood. His most Blessed Mother was to be the most perfect of all His creatures—His masterpiece. Sin of any kind in her was, therefore, inconceivable.

b) Questions: How did the Son of God choose to become man? In what great and special way did He prepare her who was to be His Mother for her dignity and responsibility? Why was it necessary that she from whom He was to draw His Precious Blood be free from all stain of sin?

7. Explain Part V of the outline:

a) Explain briefly the natural and supernatural gifts with which Adam and Eve were endowed at their creation. Tell what they lost as a result of their fall. Ignorance, suffering, concupiscence and death were penalties for their sin.

b) Mary exempt from all the penalties of sin except suffering and death. These were to be for her sources of rich merit. She endured them in imitation of her divine Son. Her natural and supernatural prerogatives. Richer in grace than all the angels and saints combined. Her eminence. Quote St. Bonaventure and Bull *Ineffabilis*.

c) Questions: In what state of body and soul were Adam and Eve created? What happened as a result of their sin? To themselves? To their posterity? From which penalties was Mary exempted? Which did she and her divine Son choose to suffer? Why?

8. Explain Part VI of the outline:

a) Confidence in Mary. How shown. Devotion to her. A few practical examples. (Ask the students to mention a few.)

b) Purity. Humility. Patience in Suffering. Victory over hell.

c) Every *Hail Mary* is a prayer for the grace of a happy death, as well as a hymn of praise to Mary.

d) Interrupt to say the ejaculation "O Mary conceived without sin . . ." a few times.

e) Gratitude for all graces and temporal favors. Sorrow for sin.

f) Questions: Why should we have confidence in Mary? How will she protect us now and at the hour of our death? What virtues are especially dear to Mary? How can we practice them?

9. Questions on Part VII of the outline:

a) Mention something very special we can do tomorrow (the feast day) to please the most Blessed Virgin and her divine Son.

b) St. John Berchmans, S.J., was asked on his deathbed to recommend some devotion to Mary that should be practiced by her clients

to win her favor and thus assure their salvation. He replied that it was not so much the particular devotion that counted but one's *constancy* in practicing it. Teach the importance of the constancy.

c) Name one devotion to Mary that we can, and should, make part of our daily spiritual life.

VII. Review

1. Some questions (oral) (students are to put away their outlines):

a) What is the dogma of the Immaculate Conception?

b) When was it declared an Article of Faith? By which Pope?

c) Can proof of the Immaculate Conception be found in Holy Scripture?

d) How was belief in the Immaculate Conception expressed in Tradition? In the faith of Christian peoples?

e) How did the most Blessed Virgin herself show her pleasure in the title?

f) To whom did Mary appear at Lourdes? What did this little shepherdess do later in life? How has God and His Church honored her? For what is Lourdes famous?

g) Did Jesus redeem Mary? How?

h) Why was it fitting that Mary should never have been stained by any kind of sin, even for an instant?

i) What were some of the effects of the Immaculate Conception in Mary?

j) Why was she permitted to suffer and to die?

k) What happened to her body after death?

l) How powerful is Mary's intercession with God?

m) Why should we have great confidence in her love and solicitude for us? What does devotion to Mary mean to us?

n) How does she compare in grace with the angels and the other saints?

o) With what thoughts should Mary's Immaculate Conception inspire us?

p) How do we honor God through devotion to Mary?

q) What did St. Berchmans, S.J., say with regard to the manner in which we should be devoted to Mary?

r) How did St. John Baptist De La Salle want his Brothers to address Mary?

s) In what manner did St. La Salle show his devotion to Mary?

t) In addition to the Feast of the Immaculate Conception, what other feast of Mary is a holyday of obligation? Mention some of her other feasts, though not holydays. When do they occur?

u) What are some of the devotions to Mary recommended by Holy Mother Church?

v) What religious articles honoring Mary can we constantly carry on our person?

w) What are the advantages of frequent recitation of the *Hail Mary*? The rosary? Ejaculations in honor of the Blessed Virgin?

x) What saint recently canonized was used by Mary to propagate a special devotion to her Immaculate Conception? What is the devotion?

y) What is the blue scapular?

z) How is Mary Immaculate especially honored by Holy Mother Church in the United States?

VIII. Assignment

1. A short theme—about 250 words—on one of the following topics:

a) How I can honor Mary in my life.

b) The advantages of Devotion to Mary, Mother Most Pure, in modern life.

c) How I celebrated the Feast of the Immaculate Conception.

d) A devotion to Mary which appeals especially to me.

e) Mary, the inspiration of Christian art and literature.

Note

In preparing a lesson on this sublime subject, the plan of Sister M. Inez, O.S.F., on "The Immaculate Conception" (in her *Religion Teaching Plans*, pp. 202-212), could be studied to great spiritual and professional advantage. Especially significant is her presentation and explanation of the symbolism of Murillo's painting of the Immaculate Conception, the offering of which will surely foster in the heart of the student a deeper love for the Immaculate Mother of God, and a better appreciation of her virtues and prerogatives. An explanation similar to this, left for a few days on the bulletin board after the teacher has given it orally, will do much to remind the students, as they observe the picture from time to time, of the exalted position of Mary in the heavenly hierarchy, and of the necessity of imitating her virtues if they would become her favored sons. The descriptive bulletin, read and pondered over even by a few who are devoted to serious thought and, we hope, their own form of mental prayer, will ennoble their minds and, consequently, fructify in action in keeping with the dignity God has conferred on them in making them adopted sons of Mary and brothers of her divine Son, Jesus Christ. Sister M. Inez also considers types of the most Blessed Virgin in the Old Testament, her titles and feasts, prayers and hymns addressed to her, scapular, medal, and rosary devotions.

The *Mary Book* (Msgr. McKenna-Dr. Kennedy) is replete with poems, stories, prayers, anecdotes, devotions, explanations of the feasts of Mary, giving abundant material for reflections, explanations, and themes about Mary. The final chapter of the book is "What is the Immaculate Conception?" It is an explanation of the doctrine and is a paper read by Dr. Austin O'Malley before the Catholic Alumni Sodality of Philadelphia. Probably in few books will there be found such a complete collection of Madonna paintings and other masterpieces drawn from the old masters as in this one.

OUTLINE

I. Meaning of the Immaculate Conception

1. Most Blessed Virgin never under the stain of original sin.
2. Preserved in view of the merits of her divine Son, even from the very moment of her conception. A special grace, special privilege, without which she, as a daughter of Adam, would have contracted original sin.

II. Jesus Redeemed Mary

1. Our Lord is the Redeemer of all mankind. Paid ransom of all sinners by His sufferings and death. Redeemed Mary by preserving her from the slavery of sin.

III. The Dogma of the Immaculate Conception

1. Defined December 8, 1854, by Pope Pius IX. Bull *Ineffabilis*.
2. Expressed in Holy Scripture, according to the interpretation of Holy Mother Church. Mary is the woman "bright as the sun" (Cant. 6:9). Mary is "the lily among thorns" (Cant. 2:2). Mary is "the beloved who is all fair, in whom there is not a spot" (Cant. 4:7). Mary is the tabernacle which "the Most High hath sanctified" (Ps. 45:5). Mary is the

woman who was to crush the serpent's head, and for whose heel that infernal serpent would lie in wait (Gen. 3:15).

3. Expressed in Tradition. (Liturgies of East and West): Mentioned in seventh century, in time of Emperor Heraclius, as a feast already known in the East. Twelfth century: Feast first celebrated in England, then it passed to Normandy and Lyons. Rome celebrated it in thirteenth century. Pope Clement XI declared the feast binding on the whole Church, December 6, 1708. Pope Leo XIII raised this holyday to the rank of double of the first class, November 30, 1879. Decree of the First Council of Baltimore naming Mary in her Immaculate Conception Patroness of the United States confirmed February 7, 1847.

(Faith of Christian people) Associated in Mary original purity with the dignity of the Mother of God.

Testimonies of the Fathers of the Church, councils, religious orders, universities, sacred orators, theologians, and, lastly, the Holy See.

4. In 1858 during her apparitions at Lourdes, the most Blessed Virgin identified herself as the Immaculate Conception.

5. National Shrine of the Immaculate Conception on the campus of Catholic University, Washington, D. C.

IV. Fitness of the Immaculate Conception

1. Stain of original sin inconsistent with dignity of Mother of God. Mary, as Mother of God, is most beloved, most perfect, consequently the purest of all creatures. Had authority over the Man-God here on earth. As Mother of a Man who is God, she was the source of the precious blood that redeemed the world.

2. Had she been conceived in sin: She would not have been perfectly pure—would have been inferior at first moment of her creation to both angels and to Adam and Eve, for they were all created in a state of justice. She who gave commands to God would have been under the empire of the devil, the inveterate enemy of God. She would have given to the Redeemer blood sullied in its source by sin. It is unreasonable to admit all this; therefore, Mary was conceived without sin.

V. Effects of the Immaculate Conception

1. Like Adam and Eve, Mary was created in a state of innocence and holiness. Enriched with all supernatural gifts and all the infused virtues which accompany that state. From the first moment she had use of reason and will; was free from ignorance and concupiscence. Subject only to suffering and death. These she underwent in imitation of her divine Son. They were for her sources of fruitful merit. She received such a plenitude of sanctifying grace that she was in this respect immeasurably above all the angels and saints. St. Bonaventure says: "Mary is full of grace; she is an ocean of grace. As all rivers flow into the sea, so all the graces of angels, patriarchs, Apostles, martyrs, confessors, and virgins, are all found united in Mary." She also had in an eminent degree all the graces given gratuitously; also infused science of supernatural things. The Bull *Ineffabilis* states: "The glorious virgin, in whom He that is mighty hath done great things, shone so brightly with all heavenly gifts, with such a plenitude of grace and such innocence, that she was, as it were, an unspeakable miracle of God, or rather the assemblage of all miracles, and, in a word, a worthy Mother of God."

VI. Thoughts With Which Mary's Immaculate Conception Should Inspire Us

1. Confidence in and devotion to Mary as our most Blessed Mother. "Mary is full of solicitude for all mankind; she desires for us greater blessings than we could desire for ourselves" (St. Bernard). "He who wishes to find Jesus will do so only by having recourse to Mary" (St. Alphonsus Liguori).

2. Purity of heart, of mind, of body. "Mother most pure, Pray for us" (Litany of Our Lady of Loretto).

3. Victory, through her protection, over Satan. "She shall crush thy (Satan's) head, and thou shalt lie in wait for her heel" (Gen. 3:15).

4. Deep gratitude to God, who prepares the way of salvation for us, in the Immaculate Conception of our Saviour's Mother.

5. Admiration and filial veneration for the most Blessed Virgin, our Mother, Advocate, and Queen; the purest of creatures, the most chaste, the most innocent, the most remote from sin, the most perfect of the works of God's hands.

6. A sentiment of keen regret for our sins, together with a resolution that, with Mary's protection, we will avoid every deliberate sin in the future. "Mary's sorrow was less when she saw her only Son crucified than it is now at the sight of men offending Him by sin" (St. Ignatius).

VII. Practices in Honor of the Most Blessed Virgin

1. Mass and Holy Communion on the feast day in honor of Mary's Immaculate Conception.

2. Some special personal sacrifice every Saturday in honor of Mary.

3. Wearing of the scapulars (brown, Our Lady of Mount Carmel; blue, the Immaculate Conception).

4. Wearing of the miraculous medal.

5. Daily recitation of your rosary.

6. Frequent ejaculatory prayer in honor of Mary.

7. Each month strive to practice more faithfully and perfectly some particular virtue dear to the Immaculate Heart of Mary. Make now a list of 12 virtues to be practiced during the next 12 months.

8. The developing of the interior life within us, without which we can hardly be faithful imitators of the Sacred Heart of Jesus and the Immaculate Heart of Mary.

9. Some other practice of your own choosing which you believe will draw you closer to the heart of God. Your confessor will be glad to direct you along those lines; ask for his advice.

Wordsworth's *Mater Immaculata*

Mother, whose virgin bosom was uncrost
With the least shade of thought to sin allied;
Woman, above all women glorified,
Our tainted nature's solitary boast;
Purer than foam on central ocean tost;
Brighter than Eastern skies at daybreak strewn
With fancied roses, than the unblemished moon
Before her wane begins on heaven's blue coast,
Thy image falls to earth.

Educational Comics—A Medium of Visual Education

Sister M. Lilliana Owens, S.L.*

My first interest in the comic strip writing came to me while I was working in the Spanish-American high school in East Las Vegas, the Immaculate Conception High School. It came through an invitation from Don Sharkey, the editor of *The Young Catholic Messenger* to write for them a strip entitled "Key's Toast to the Flag of the U.S.A." At the time I was wholly unacquainted with the Catholic comic. I did remember, and remember well too, how my brother and I would vie with each other for the comic section of the Sunday paper which featured "Buster Brown," "Happy Hooligan," "Doctor Pill," and the others that were being run during those "early days." Close on the heels of the invitation from Don Sharkey came a letter from Rev. Louis A. Gales asking me if I would do something along this line for *Topix*. I had never seen *Topix*. I wrote to both that I would consider their invitation and thanked them. In the meantime I decided that, if I did take up strip writing, I had better learn something about it. I was, at this time, doing a few hours of teaching in the Immaculate Conception High School, keeping a study hall, and doing a little writing on the side.

The principal of the school kept the magazine rack in the library well supplied with Catholic periodicals and other magazines of worth and interest. I forgot to state that, due to lack of space, the library was also the study hall. Soon I noticed that the boys in particular rushed for that rack daily. One boy "Tony" seemed interested in just one thing—a comic book—and this, day after day for at least five days. He would rush in, grab his book, go to his desk, and after prayers were said he would sag—and that is just what he did sag into his desk—place a candy bar close to his hand and in a position which he thought would protect it from the sight of the presiding Sister. The Sister made it a point *not* to see that candy bar. As soon as things settled into quiet he was all absorbed. And I was absorbed in trying to make up my mind as to whether I would go in for this kind of work—most of my writing had been the scientific kind with footnotes and things—decided to do a little laboratory work right there in that classroom as to the merits or demerits of the comic—the Catholic comic. Tony was to help me to make my decision. I began my excursions up and down the various aisles so as not to seem partial to Tony. At last I reached his place. He was reading the *Lad of Lima* written by Mary Fabyan Wyndeatt—the comic book was *Topix*. So interested was he that he did not

hear me, nor even realize I was close at hand. This I knew from the fact that the candy bar was in absolute evidence. That evening in the recreation room the Sister who had Tony in her English class proudly boasted that Tony, our athlete, had made 98 per cent in his book report. I wasn't too sure Tony had read that book for I also knew that there was no book bearing this title, in the library there at that time. My first class in the afternoon the next day was a world history class. I decided to do a little more laboratory work. After the assignment had been completed I folded my hands—timing myself so that the dismissal bell would ring before our discussion could be completed. I leaned over my desk and looked around the room for a minute or two to quiet the hum that is usually present in a classroom where boys are in attendance when the real work is completed. When the desired silence had been secured I asked "Can anyone here tell me the name of a Latin-American Saint?" Up went Tony's hand. His hand was usually down, for Tony was our athlete and during all class periods he was making *touch downs* or plans to lead his team to glory. I asked him for the answer. Quick as a flash came "Martin de Porres." "Fine, Tony, bring the book to class tomorrow and we'll let the class hear portions of it. You may be able to secure it from the library." Just then the dismissal bell rang. As Tony left the room, he looked back over his shoulder and said, "I'll be see'in you in a few minutes, O.K., Sister?" I nodded my consent. Then I settled myself to correct papers and to tidy my desk—but I was really waiting for Tony. In about 15 minutes he barged in as only an athlete can barge and said, "Say, Sister, no kidding you got me this time. There isn't a copy of that book in the library." I assumed an air of surprise and answered "But Tony, Sister told me that you had made 98 per cent on your book report." "I did, Sister. But I didn't read the book, Sister. I made it from that story in that Catholic comic in there called *Topix*." "You like that book, Tony?" I asked. "Sure, Sister, I don't know the English too well. You know at home they all speak Spanish. Words that I don't understand get me all mixed up, Sister. But those pictures, they are swell. I get a lot out of those books—history and literature, and religion, and wise cracks, and so many things, Sister." I never told Tony's teacher about this, for I was afraid she would not get 98 per cent in classroom management but, most of all, I was afraid she might not get it from Tony's point of view.

At this time I was writing the scientific account of the famous Montezuma Seminary—just outside of Las Vegas, N. Mex., and

it required much time and thought. But that evening, as I made my usual half hour of adoration before the Blessed Sacrament, I told Our Lady of the Sacred Heart—a French devotion, which somehow through missionaries has gripped the heart of the Spanish-American and the Latin-American people—to whisper to her divine Son that I would throw my hat into the ring for comic strip writing. My objective was to prove that it can, if properly utilized, be made a powerful medium for visual education. The comics are here to stay and it is up to us to see that this medium which all youth is reading far into the brackets of years so that even the *oldsters* find them interesting, *must* be made mediums for good.

From this little colloquy with Our Lady of the Sacred Heart came a bigger movement. It wasn't long until Father Robert Edman, the vice-president for *Topix* wrote asking me to write a strip which would tell phases of the work of the Sisters of Loretto at the Foot of the Cross. Authorities sanctioned the plan and we set out to do a 48 page. Then came the shortage of newsprint and we had to cut, and cut, and cut again. The final work, *Loretto, the Monument of Nerinckx*, planned originally to tell the story of Loretto's work in St. Louis and in Missouri, in Osage Mission, Kansas, and in Texas, was finally in the mind of God to carry Loretto's frontier work—her founding on the Kentucky frontier in 1812—a hurried survey of her work and her strongholds—then the famous and historic 1852 trek to Santa Fe, N. Mex., and her work in the Orient—not on her mission fields but in the concentration camp. It would take volumes to relate the noble work at Han Yang and the wonderful work in Shanghai. So we were forced in our brief comic strips to tell just phases of the work on all the frontiers. More detailed information may be secured through consultation of library classification lists. The child's history of the life of Father Nerinckx written by Sister Genoveva Anson, S.L., has been done into the Braille by Sister Elzear Marie Hall, S.L., so that even those who are deprived of their sight may get an abridged knowledge of the complete work. The work of the Sisters of Loretto in the Trans-Mississippi West may be secured either through the St. Louis University Library, St. Louis, Mo., or through the University of Ann Arbor Microfilm Co. This manuscript, a doctoral dissertation, has never been put into print as yet.

For a complete survey of the comic strip and its classification, there is perhaps no easier reference than the May, 1945, *The Faculty Adviser*. The article here is written by Rev. R. Southard, S.J., an authority on the comic strip. He has also prepared a brochure, *Going About a Comic Clean Up*, which he prepared for teachers and for those entrusted by God with the direction of youth. It contains a complete talk to mothers' clubs, P.T.A. gatherings, etc. This book also has a questionnaire listing both recommended and nonrecommended comics. Another list is available through the C.Y.O., El Tepyac, El Paso, Tex. This survey was made under the direction of Rev. John J. Birch.

*Loretto Academy, El Paso, Tex.

CHRISTOPHER PRAYER FOR MAY FIRST

O God; on this day dedicated through long centuries to the honoring of Mary, Mother of Thy Divine Son, look down upon us Thy children gathered here and upon the millions assembled throughout America, to pray for the people of Russia and for all those in countries under the influence of Communism. We pray that these, our brothers and sisters in Christ, now dominated by the opponents of the Saviour, may soon enjoy full freedom to exercise those human rights that come from Thee and Thee alone.

We thank Thee, O Heavenly Father, for guiding our Founding Fathers to recognize that "all men" of all nations "are endowed by their Creator with inalienable rights" and to realize that the chief purpose of government is to safeguard these rights. Enable us, O God, to do all in our power to share with all men our heritage, Thy precious blessing of true freedom. We pray especially for those misguided souls who are spreading a hatred of Thee and of Thy children throughout all nations. May we be enlightened and strengthened by the Holy Spirit never to "be overcome by evil, but overcome evil by good" (Romans 12:21). May we comprehend fully the sublime

lesson of Thy Incarnate Son: "Love your enemies, do good to them that hate you and pray for them that persecute you" (Matthew 5:44).

Inspire us, O God, with love for all, especially those who suffer and are persecuted; teach us to go as Christbearers to bring love where there is hate, light where there is darkness; help us for Thy honor and glory to renew the face of the earth. Enable us never to flinch where truth and justice are assailed. May we serve Thee as other Christs by prayer and good works, bringing into every phase of private and public life the only Truth that can make men free, the only Love that embraces all mankind, the only Peace that will last through eternal ages.

Deign to heed our fervent prayer, Almighty God, that we, Thy sons and daughters, may be found worthy instruments of Thy peace and messengers of Thy love, through Jesus Christ, our Lord. Amen.

Nihil obstat: John M. A. Fearn, S.T.D., Censor Librorum.

Imprimatur: ✠ Francis Cardinal Spellman, Archbishop of New York.

March 17, 1947.

Flannelgraph Method of Visual Teaching

*Sister M. Fidelia, S.S.J.**

The kindergarten and the first-grade teachers must be versatile to meet the ever shifting interest of the young child and to help him to increase his very short attention span.

Such a versatile tool in the hand of a versatile teacher is the flannelgraph. The teacher and the child build, write, read, and tell stories by means of the flannelgraph.

The Device

Secure an easel board (some kind of wall-board) 36 by 48 inches or larger dimensions if you wish. From a costume house get enough Duvetyn—preferably of navy blue color—to cover the board neatly. Ordinary flannel can be used, but since it comes in pastel colors it is not dark enough for a good background. Buy cutouts or make them on stiff poster paper. On the back of each cutout paste or glue an inch square of flannel. The cutout when pressed lightly on the Duvetyn covered easel will adhere without pins and can be easily removed or moved around on the easel according to need at the moment. This ease of handling makes it simple and fascinating for the child to manipulate the picture building of the story. To him it's magic and he loves it.

How Some Teachers Use Flannelgraph

One kindergarten teacher bought several sets of juvenile greeting cards, cut off the sentiment leaf, and used each set in building number concepts from one to ten, number recognition, left to right progression, eye span,

eye swing, sentence sense, language power, color recognition and, above all, religion.

The first-grade teachers will find many uses for flannelgraph in the fall when they will be checking the readiness of some and building it in others who were not in the kindergarten. Even later in the year, they can use the magic board to develop and strengthen language power and paragraph sense by building sequence sense in a story pictorially before the child attempts to tell the story orally.

The teacher wishing to present a Bible story to the children can help them to fix the scene by means of flannelgraph. As she tells the story, she can build the visual story, a picture to be retained by the eye. The story goes from the eye to the heart. As the story unfolds characters are added by being put into place on the background of Duvetyn. There is no break in the continuity of the story—it takes just a second to add each figure.

Children Manipulate

Much of the readiness program consists in giving the children the experience in seeing similarities and differences. That, too, is predominantly the burden of many intelligence and readiness tests. Flannelgraph is unsurpassed in its ease of manipulation for developing eye discriminatory powers in the child.

The teacher places among several identical cut-outs one that is different and asks the child to find one that is different—one that does not belong with the others in a given row. At first she starts with the obvious, then she progresses to the less obvious until she is sure that the discriminatory powers are comparatively sharp.

The flannelgraph has physical advantages over the usual charts which the teachers used in the past. The charts are fixed, unchangeable, call for much labor, are consumable, and at best clumsy. The flannelgraph is compact, durable, ever neat, always growing, easily storable, and lends itself to creative work limited only by the teacher's capacity for creativeness.

FLYING KITES SAFELY

Boys will fly kites in the spring and summer-time. They will endanger themselves if they fly their kites on the street where there is traffic. Warning boys against unsafe kite flying is a worth-while part of any safety course.

The following "don't's" relate to the flying of kites wherever there are electric wires or other electric services. The list has been prepared by the Pacific Gas and Electric Company, and is the result of experience:

1. *Don't* fly a kite near electric or trolley wires.
2. *Don't* climb a pole to untangle a kite.
3. *Don't* let a kite go over radio aerials.
4. *Don't* build or buy a kite with metal or wire in the frame or tail.
5. *Don't* use tinsel string, wire, or any kind of twine that has a metallic substance. Use plain cotton or linen cord.
6. *Don't* run across streets or highways while flying kites.
7. *Don't* touch fallen electric wires. Report them immediately to the P. G. and E.
8. *Don't* fly a kite when it is raining. A wet string is a conductor of electricity.

*Supervisor of the Sisters of St. Joseph, 1023 W. 32nd St., Chicago 8, Ill.

The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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Programs of Educational Conventions

Educational conventions should be primarily part of the general program of in-service training of teachers and administrators. They have also the advantage of furnishing a temporary relief from administrative duties and meeting fellow workers in a social atmosphere. This, too, is not without its special value as a part of the in-service training of the teachers and administrators who participate in these extra-curricular activities.

However, the principal satisfaction of an educational meeting is its program. If one just added up the amount of money spent on travel expenses and hotel expenses, particularly in Chicago, one would be entitled to expect a great deal from the educational program. This means that there is a great responsibility on the officers of an Association for the quality of the program, the selection of the subjects and the selection of the speakers. It means, also, that the persons on the program have a responsibility for adequately prepared and fairly direct presentation without too many oratorical flourishes. One must be surprised at the number of sessions of educational meetings that are not worth even the time that is given to sit and listen. Fortunately on a several day program there are bound to be a couple of good papers and the members come away from the meetings with the sense of satisfaction in regard to one or more papers. They can say, "at least that was a good paper." But too many of the papers are prepared on the train en route

to the meeting or are just repetitions of day to day experiences dealing with the accidentals and incidentals of the problems discussed. A good paper on an educational program should raise this day-to-day experience up into the level of ideas and principles. The scholarly literature of the subject in the past should be read and the paper should show some evidence of the rating. It has been known that persons on a program read similar papers on preceding programs and rehash the material without any genuine development of it.

At any rate, a session of an educational convention is an educational opportunity that should not be neglected.

The only purpose of the foregoing discussion is to have the new officers of education associations give thought to the quality of their meetings. All that is said above is about things that are part of a dead past and there would be no point of giving the illustrations. So let us justify the enormous travel expense, the hotel expense, and the time and energy of those who attend educational conventions by giving them a first-rate program. — E. A. F.

The Great Books Program

The Great Books program has back of it the great educational prestige of Robert M. Hutchins and it now has the extensive support of an organization promoting it and a publishing adventure directly related to it. It is one of the most extensive programs of adult education that has been devised and put into operation. It has somewhat the character of the great Chautauqua movement which had great educational effect in this country.

The work on "Great Books" published recently under the editorship of Father Harold C. Gardiner of *America*, which is an attempt at a Christian appraisal of the program, raises some very interesting questions. The first one is raised by the foreword by President Hutchins himself. He calls the great books "models of greatness." They raise the great issues. They have made us what we are. They suggest what we may be. They are, whether we know it or not, the cement which holds together such community as we have. These are Hutchins' words. It is natural for the father to praise his intellectual child in this enthusiastic way. Our present concern is with his further statement that these masterpieces are being read and studied from a pragmatic and even a materialistic viewpoint and he finds it refreshing to find an appraisal of the great books and of their contribution to our civilization based on Christian concepts.

From this statement I should gather that the kind of study that is going on is more significant from what the student brings to the study rather than what is in the book itself and its social backgrounds. In other words we go to these books to find in them support of our own opinions rather than

their aid in forming objective opinions regarding the world and its values.

Father Gardiner praises this effort to broaden the bases of popular culture and to stimulate the self-education of individuals and to bring to the attention of the people "the few basic ideas of Western Civilization." However he raises the basic question regarding what these students should receive and expect from their study of the great books. They should not expect the impossible nor engage in their discussions under a misapprehension.

The first question is raised regarding "What makes a book great?" The book may be great in its own quality or it may be great in its influence. Obviously in the list, *The Communist Manifesto* and *The Wealth of Nations* are interesting because of their influence rather than because of their intrinsic quality. In this sense a book may be great though entirely wrong and vicious, as, for example, Hitler's *Mein Kampf*. Father Gardiner's point, therefore, is that the student should not approach these study programs of the Great Books with the notion that only "great, noble, uplifting thoughts" are going to be included. "After all," says Father Gardiner, "the study of the Great Books is simply a study of human nature, and it is human nature, both at its best and at its worst, which is the proper study of man."

The second question raised by Father Gardiner concerns the expectations that one can legitimately entertain in approaching the Great Books. They are supposed to be a clarification of some of the basic life problems that have always puzzled or exercised the human mind—duty, law, the good, the beautiful, justice and its source, the relationship of individual to individual and of society to the individual, and so on. It would be unfair to expect answers to these questions with absolute clarity, certitude, and finality. What is expected is light and illumination from the discussion of the books. One of the studies indicates man's need of divine revelation for certitude. The effort on the natural man in the original handbook of the course, since withdrawn, indicates a very inadequate philosophy of education in the original program.

Questions are raised regarding the discussion technique of the Great Books program and "obvious booby traps" are noted. A discussion to be really fruitful must actually arrive somewhere and apparently it is no part of the program machinery to arrive anywhere but to engage in a bit of mental and verbal gymnastics. This often is all that exists. The results, however, of this discussion can often teach quite a number of elements that are needed in public discussions of questions: the need for temperate judgment, for avoidance of extremes, for honest consideration of opposing views.

There is one very important point that is made throughout the actual discussions of the books that should be commented on in this connection. It is probably best illus-

trated in the discussion of St. Thomas Aquinas' *Treatise on Law*. The author points out at the beginning that this is not a great book. It is a fragment, smack out of the middle of a very great book. It will have little sense in itself but must be seen in the light of the great basic doctrines that precede it in the *Summa*.

Montaigne is regarded by the person who writes the article as one of the most dangerous authors to read out of context and lends himself very little to being read in extracts, and if one is relying on the sections of the *Wealth of Nations* that are used in the program one will not find the basic doctrines of the philosophy of Adam Smith. It is only in a later part of the volume that the author gets around to his basic concepts.

It is highly desirable that these questions should be raised and that a program of such wide influence should be challenged in its period of early development rather than to let the program become entrenched and then have the extensive machinery that is necessary to maintain the program devote itself to keeping the machinery going rather than doing the job of adult education proper to it. — E. A. F.

Spiritual Values in Public Education

In these days of communistic activity, of secularism, and of the confused discussion of Federal Aid as it relates to the parochial and private schools, it is interesting to turn to a publication of the San Diego City Schools. The title of it is "Spiritual Values." It is a well-printed document in which the chapters are separated by beautiful pictures of nature. Under most of these pictures we find quotations from the Bible:

"He shall be as a tree that is planted by the waters, that spreadeth out its roots toward moisture." — *Jeremiah*.

"The heavens show forth the glory of God, and the firmament declareth the work of His hands." — *Psalms*.

"Wonderful all the surges of the sea; wonderful is the Lord on high." — *Psalms*.

"I have lifted up my eyes to the mountains, from whence help shall come to me." — *Psalms*.

The other quotations are essentially religious in character—one from William Cowper "Nature is but a name for an effect whose cause is God," and from William Cullen Bryant "The groves were God's first temples."

The Superintendent himself, Will C. Crawford, after pointing out the emphasis in public education on spiritual values and Americanism, goes on to say

"This emphasis is, of course, nothing new. We have always taught spiritual values, but in the face of the great need, national and world-wide, it is essential that we place renewed emphasis upon helping our youth to acquire a keen appreciation

of the spiritual values that from generation to generation have guided our citizens to achieve success only under the leadership of God Almighty. We realize that fine character, good attitudes, and a strong faith in God are essential to the kind of citizens we are guiding our pupils to become."

The Committee that worked on the specific program and collected the material, discusses what they call the five areas of spiritual values in education:

1. Respect for personality.
2. Loyalty to ideals of American Democratic group life.
3. Responsibility for self-direction.
4. Perseverance in pursuit of worthy goals.
5. Sensitivity, creative ability, and reverence.

In their effort to define spiritual values they say:

"There are many ways to define 'spiritual values.' Dictionaries state that 'spiritual' pertains to man's relation to a Supreme Being, relates to things sacred or pertaining to the church, has to do with the moral and ethical aspects of man's behavior and relations with others."

The San Diego schools have attempted

to supplement the activities of other community agencies dealing with spiritual values not to replace them. We shall undoubtedly refer again to this report on spiritual values. Our present purpose is merely to call attention to the fact that the newspaper publicity on the subject of spiritual values and public education is not indicative of the basic fact of a great many of the public schools of the country. They are certainly very much better than they are painted in this publicity. While there may not be specific religious teaching, the Christian spiritual capital of the ages is in the lives of the teacher a factor in public education. It would be strange indeed if this were not so and it would be very bad indeed for America if it were not so.

We ought to be careful how we use the word "Godless." We ought, too, to be careful about identifying what certain articulate professors of education in universities say in the name of public education (which they do not represent) and what is actually happening in the classrooms of the public schools under the overwhelming number of teachers devoted as are the teachers of San Diego to Americanism and to spiritual values. — E. A. F.

Too Much Pretense

Sister M. Edward, O.S.F., M.A.*

TOO much pretense and not enough open-hearted sincerity in what? In our dealings with our fellow human beings there is that constant insidious intrigue that in many cases lies hidden even in the most willing characters. Unless one has been betrayed or abandoned in his hour of trial by one on whom he counted for help, the foregoing statement will not be so easily accepted. The thought of good will among men is present in a goodly portion among all peoples especially in the lowly stations in life; however, it is in those ranks of life where fortune has smiled a little more graciously that pride and vanity take their toll of tophloftiness.

The Positive Approach

In this business of an educator, there is an especial need of humility for all who would lead the young to worthy ideals. Youth connotes immaturity, and by immaturity we mean the unprepared who look to the cultured for help in their quest for complete development. This of necessity keeps youth humble but do we as educators "lord it over them?" Might not a wee bit of arrogance in our bearing, in our way of playing the role of an instructor or in our pomposity find a reflection in some of the insolence complained about in our young charges? Does your self-importance mirror ostentation in those sophisticated sophomores you secretly joke about? Yes, the

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job of an educator is no trivial affair. We would like to rest contented once we obtained a professional degree or a continuing contract with a fixed salary schedule that all is well and snug and that life's work has been well planned. No, these are only the preliminaries, the real business for an educator is to grow more and more toward truth and truth makes no pretense. Once we fall into the loophole of self-satisfaction it is time to look for a rescuer. That liberator is the Silent Energizer of our wills who stimulates the movements of heart and mind during those precious moments of soul reflection. Perhaps dear reader, you never took to heart the advice about being "true to thine ownself."

What is this truth? It is that spiritual entity which makes one free. And what does this freedom mean? It means being stripped of the shackles of false pretenses; intrinsic truth is unadorned; it copes not with presumption. It is a stranger to the supercilious, the cavalier, the patronizer. Truth is simplicity. Simplicity is plainness; it has no mixture; therefore, it is clear and pure as the Deity Himself.

Personal Integrity Leads to Eternal Truth

The secret of sanctity is spiritual childhood. The Little Flower proved that, and, since educators deal with children, there is only one panacea in solving the vexing problems of personality clashes in the classroom.

The philosophers' stone is personal integrity, and the best judges of the "goodness of our teacher" are the pupils themselves. They are simple; they are original; they are at home with the true and unsophisticated; and to them the contrast by way of veneer is easily detected. It is glaring to their unvarnished realism and not a few are confounded and begin to have their doubts. It is not uncommon for idealistic youth to express their disappointment in one whom they thought was the acme of perfection only to have this esteem disintegrated like a bubble, when the role of a hauteux was detected.

Lest the Picture Be Too Dark

One may be justly proud of the praise and commendation that surprise us in a Christmas letter. Although the letter may contain a check by way of gift it is not remuneration that counts; it is the satisfaction in knowing that one has influenced some protégés toward worthy ideals of appreciation and loyalty by their verbal expression of our kindness to them years ago. As to the other side of the picture—how distressing it is to hear bitter reproaches from parents who with little perplexity relate in the presence of their children the cruelty inflicted by exacting teachers of their time. This ought to stimulate educators toward achieving a personality Christian enough to win the approbation of all even the indolent, jealous, and spiteful. In this is your sanctification that you first conquer yourself.

What Are the Remedies?

First, if as a candidate for teaching or, as the case may be, one well established in the work, you would seriously reflect upon the prerequisites for dealing with the young, you might discover something lacking for proper pupil-teacher relationship. Perhaps there is some idiosyncrasy that could be abandoned. We are what we are because we choose it. That is what makes one a person, an individual, a composite being endowed with free will. Do not abuse that free will. Adverse circumstances may be your lot. You may be coping with a bungling administration; you may recognize, with no bias, the injustices inflicted by superiors, you may even feel abandoned by the divine Healer because of poor health, yet despite them all you have the fortuity that challenges your better self toward making use of your endowments. This leverage is like a stimulant for overcoming that "let-down" spirit which usually takes hold of the physically weak or discouraged. The achievements of great people in literature and art are the results of the physically, and sometimes the spiritually, handicapped. It is true some characters through birth, environment, or circumstance are well poised but, as a rule, they do not achieve great things for the betterment of society. They have missed the constant struggle that dejection and insecurity often present. Unless this shrinking from life's problems is squarely met the complex may become extreme. Do not, fellow teachers, permit this very opportunity to slip by, for the choice is yours to meet these

challenges heroically. That is what is meant by free will. You can make yourself quite miserable by pining over the "luxury of your miserable feeling." It is not my purpose to play the role of the buffoon; I am cognizant with an understanding sympathy of the many internal struggles of well-meaning teachers. They often are the victims of circumstances. Weather and climatic conditions affect humans as well as animals. Low vitality and anemia can essentially influence one's mental outlook. This carries over to the classroom. Religious superiors are chosen for their ability to mother their subjects, for contented Sisters mean contented pupils. If occasionally dissatisfaction is expressed, it is no sign of a disgruntled individual. No matter from which side the complaint may arise, it is always best to bear in mind that discontent can and may arise from an alert spirit desirous for better conditions. When the waters of mediocrity are never disturbed one has a calm picture of a useless if not a bad situation. Teachers as well as superiors ought to welcome the "kickers" once in a while. They stir one up toward looking into the causes of grievances. This is no propaganda for "psychological bolshevism," for there are individuals with a cynical outlook who will be wearing dark glasses all their lives no matter how blue or rosy the world may be. There always will be injustices even in the seclusion of the cloisters because they are governed by weak humans whom God permits to try out mettle; however, there will also be an end of all apparent good and evil and in the light of eternity all will be an equitable bliss. Why pretend? Why put up a defense mechanism

with the frailties of our depraved nature? "To thine ownself be true," and then look for the sunshine of contentment from your pupils, from your colleagues, from your superiors. Then the principle of good will ought to have at least a start in someone's spiritual Denmark.

Too Much Emphasis on Externals

A theory of values is often erroneously a conglomeration of precise externals. Look to the spirit. It is not the exact attendance of several Masses on Sunday that makes the saint. Religious often emphasize their external duties to the neglect of the hidden acts of charity performed for an invalid or ill companion. An encouraging word to the struggling and misunderstood is left unheeded for fear of ill repute. Let's not pretend! "To thine ownself be true." Dare to be Christlike, for Jesus ate and associated with sinners. Condescend to befriend the unpopular junior struggling for a foothold among his companions. This is real sanctity and the young are searching for it. Let's not pretend, for truth is God. Truth is stripped of self-seeking; the victim must be completely saturated with the beauty of All Truth who has shown us the way. No artifice, insincerity, or subterfuge ever found an inlet in His pure soul. Because of the nearness to the Source of truth religious teachers have the blessed privilege of drawing from this channel by a penitential life of self-control in the classroom. This close companionship makes one sensitive to anything that rings untrue. Our daily lives will then become an inspiration to others because of this singleness of purpose. Let's be humble, let's be sincere, let's be true.



The library at St. Columbkille High School, Dubuque, Iowa, prepared this exhibit for Catholic Press Month. It was shown first at a home and school meeting, later in the library. The students made a survey of Catholic publications read in the homes of the students. Two books featured in the exhibit were: "Seven Storey Mountain" and "You Can Change the World." Sisters of the Presentation are in charge of the school.

Practical Aids for the Teacher

Rating Papers in Mathematics

*Sister Noel Marie, C.S.J.**

In a rather negative approach to the problem of correcting papers in mathematics, let us consider first what this process does *not* entail. It is not a question of comparing the pupils' answers with the correct answers and then grading them on the basis of the number of failures. It is not a cut-and-dried, mechanical process involving the use of a red pencil rather than of the mental processes. It is not, as so many believe, "so simple because the answers are either right or wrong."

Parenthetically, our discussion will center around the traditional "demonstrative type" of question rather than the "new type" or "true or false," "completion," and "multiple choice." These do allow only one answer; although, the College Entrance Examination Board in their release, *The College Board Review*, of the fall, 1947, announce a change in their examination to one composed entirely of "multiple choice" problems in which "answer options" are presented. These are composed of, besides the correct complete answer, various answers that represent stages of solution. They include, also, incorrect answers that would be reached by wrong methods.

In correcting the "demonstrative" type of problem the examiner must put himself in his pupils' place and determine *why* such an answer was considered to be the correct one. Thus, he can determine if the error is a mechanical one or if it is one due to faulty reasoning. In the case of mechanical errors, it is a common practice to deduct 20 per cent of the credit; as for errors in judgment, it must be determined how relatively important this part is to the whole problem. Accuracy is always important—accuracy, that is, of reason, judgment, and application.

Some cardinal principles can be laid down about the rating of all papers in mathematics, algebraic or geometric.

Students of advanced mathematics should necessarily show a clearer grasp of theory and should be uniformly more accurate.

Since definitions and proofs of theorems are not original with the pupil they should be rather severely rated. In their reproduction, they should be entirely correct and complete, or no credit should be given.

Numerical illustrations are never accepted instead of proof. In general, proofs involving special cases should receive little or no credit. Problems that are incomplete may be given partial credit, particularly if it is clear that the pupil is sure of his procedure but is unable to see the next step in the solution. The same is true, of course, if it is apparent that the pupil lacks time. For example, in proving "the opposite sides of a parallelogram are equal and the opposite angles are equal," the

pupil may prove the triangles, formed by a diagonal, to be congruent and does not complete the proof by showing that the corresponding parts of the congruent triangles are equal. The judgment of the examiner must be exercised to determine if the above is true or if the pupil is merely enumerating facts or principles deduced from the problem in an illogical manner.

Early in a course in geometry the teacher explains the error of "circular reasoning." To avoid making this mistake it is best for pupils to accept the proof of propositions as they are developed in their textbooks. This is not done to discourage original thinking but to prevent the use of, let us say, Theorem XX in the proof of Theorem XV. An error of this type invalidates the entire proof of a theorem.

Beginning teachers must be cautioned to rate a geometric theorem "as a whole" and not to divide the total number of credits by the number of steps and make deductions accordingly. In proving "tangents to a circle from an external point are equal," the step which proves that the triangles involved are right triangles is of much greater importance than the step in which it is shown that one line is common to both triangles. Therefore, that step should receive more credit.

Another point that each geometry teacher must make frequently during the school year is that figures of theorems or original prob-

lems should be *general*. In the proposition, "In a circle, or equal circles, equal chords are equidistant from the center." No credit can be allowed when the chords are drawn as parallel and the proof based on the fact that they are.

One fifth of the total credit may be given, in numerical problems, for writing the correct formulas.

The examinations division of the New York state department of education counsels mathematics teachers to be especially severe in rating exercises having to do with computation by means of logarithms. "In such problems a premium should be placed upon accuracy." They believe that for an error in principle, such as an incorrect characteristic, interpolation, etc., 40 per cent of the credit remaining in the case, should be deducted.

In New York State, 65 per cent is accepted as a "passing" grade but it is customary to mark a 62, 63, or 64 paper as an encircled 65 and consider it as "passed." Most teachers follow the same procedure with a 72, 73, or 74, i.e., write it as an encircled 75, since college authorities hesitate to accept a candidate with marks below 75. Many teachers, too, feel that a paper which apparently totals 89 should be marked 90. In other words, if possible, allow one more credit on one question. Psychologically, the difference between 89 and 90 is much more than one.

These few suggestions, while they will not cover all possible situations that will arise in rating mathematics papers, will, at least, call attention to the attitude of mind with which teachers should look upon this phase of teaching.

Catholic Philosophy in American Literature

*Sister M. Mercia, O.S.F.**

Perhaps I am wrong, but I believe that literature is one of the easiest subjects to teach badly. Certainly it is easy to teach incompletely. Because I am a Catholic, a religious teacher, I try to teach literature truly; because I love it I try to teach it well. The latter is the subjective element. What objective principles go into the true teaching of literature? How can I utilize literature as a refining influence for the double-talking teen agers and their streamlined world? How can I make culture appealing? What, in other words, can I give the hundred or so average Catholic adolescents who daily come to my English classes?

*St. Francis Academy, Joliet, Ill. The last of the series of articles telling how the Sisters of St. Francis are making their school "Christocentric." See "Integrating the High School Program," by Sister M. Borromeo, O.S.F., in the November, 1948, Catholic School Journal.

The third year of high school differs greatly from the first two. The juniors have dropped the "little girliness" which clings to most of the freshmen; "sophomoritis" has nearly worn away; there is a gradual maturing. They are, though they do not know it, growing up. It is this group that must be led through the mazes of American literature.

Physically, many of them are already mature; many boast a surface sophistication; some speak proudly of "going steady." All are facing life with avid interest. And no one of them but needs guidance and understanding. Literature is not a new subject for them, but this year they are to see America through her literature. And I am responsible for the tour. There is no reason why it cannot be a pleasant and profitable trip. If it is not, I shall have failed as guide.

To begin, it will be necessary to reinforce

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the basic idea that literature is the reflection of life; that the literature of a nation shows how its people have lived, thought, felt, through the years of its existence; that a distorted literature is not real literature since it does not correctly mirror reality.

How does modern America's literary output measure up to this standard? What is the keynote of the "literature" that flows from today's presses? Probably there has never been a time when literature was more widely advertised, nor a time when literature had so little to recommend the expenditure. Naturalism, cheapness, pornography, these are the rule rather than the exception. And these are the things toward which the young will gravitate unless they are given a love for the beautiful.

Let me say here that the beautiful is not synonymous with saccharine sweetness. Horatio Alger gives just as distorted a view of life as does James Joyce—though he errs on the side of the angels. Beauty is an abstract term, a gem of many facets, but it does not glow far from the real and the true.

Beauty is an elusive thing, a conditioned thing. There is beauty of poetry, of morality, of drama, in *Othello*, but the too young will not see it. The crude spots in a widely discussed controversial novel of several years ago made it unsuitable for circulation among the young; but the book has beauty.

So with the love of beauty must be fostered the sense of discrimination—the realization that, although roast beef is palatable and nourishing, it isn't given to the baby; that while smoking is one of man's keenest pleasures, the boy has to grow up to the use of tobacco. And this cultivation of taste and guidance of choice fall heavily on the shoulders of the teacher of literature.

Keeping in mind this responsibility I have set up a brief plan showing the possibility of combining literature and life, of inculcating culture that is also Catholic. I have no illusions that a minor renaissance will occur during the year. I shall not be surprised to see nothing grow; after all, the teacher's job is sowing; with the grace of God the students will reap their own harvest.

What follows is not an outline of procedure. The literature will receive chronological treatment. The implications contained in the selections will flow naturally from the work itself; they will never be thrown in as an afterthought. They will be the obvious deductions drawn as often as possible from the students themselves.

God, Just and Merciful

As He was to Fray Junipero Serra and the Catholic missionary adventurers; as He was to Jonathan Edwards ("Sinners in the Hands of an Angry God"). No better presentation of Puritan theology can be given. Puritanism convicts itself after the students meet Edwards. "The Good Shepherd" refutes the Puritan error—other proofs from Scripture.

God's Providence

Hawthorne's *David Swan*. Hawthorne's obvious moral "plug" can be softened by per-

sonal experiences of near accidents and by pointing out the many near accidents of which no one is aware.

Bryant's "To a Waterfowl." God who cares for the birds of the air is not indifferent to His children.

Charity for God

Lowell's "Vision of Sir Launfal." "Behold through Him I give to thee"—the touchstone of true charity. . . . Is our charity sometimes a cold thing? Would some organized charity be called cold? Need it be? What makes the difference?

Love and Loyalty

Love of Convenience

Samuel Sewall's *Diary*. Girls especially react against Sewall's mercenary wooing. Do they ever indirectly do the same thing? Expect too much in way of gifts, entertainment? Measure a boy by his Christmas gift? What harm can they do by expecting too much? Has a boy ever been led to steal in order to keep up a "front" with a girl?

Love of Courtship:

"The Courtin'" (Lowell). Humorous, but carries its own implications. A man *should* be nervous and hesitant before he proposes. He's taking on a big job. Asking a girl to let him be responsible for making her happy the rest of her life is a serious thing.

Love of Brothers:

Jean-Ah Poquelin (Cable). Strength of ties of blood; nobility of the man no one liked. Did he carry his devotion too far? Was Jacques a public menace? Would he be today? Must family ties be sacrificed sometimes in public interest? Do we ever do wrong in our judgment of others?

Frustrated Love:

"Maud Muller" (Whittier). "It might have been." Was it really love or just sensitive attraction? Is such attraction enough to warrant marriage? Must other things be considered? Would a marriage between them have been successful? Who is the more unselfish?

Father's Love:

Mary White (William A. White). Not all fathers can say what they feel, but they feel deeply just the same. An appreciative consideration of Dad.

Loyalty:

Municipal Report (O. Henry). This story will lead to various considerations—loyalty of Uncle Caesar is but one.

Consecrated Love:

"A Question of Lovers" (Sister Madeleva). Love is absolutely necessary for the nun. She doesn't reject love; she simply makes a better choice.

Fortitude:

"Three Days to See" (Helen Keller). Appreciation of the gifts we take for granted; admiration for the author's courageous fight against odds.

"Prayer of a Soldier in France" (Kilmer).

A Catholic soldier's view of the battlefield—a chance to "render back again this millionth of Thy gift." Minting sorrow. An offering up willingly, lovingly. And Kilmer was a convert! Some sacrifices are weak, halfhearted things. This is true nobility of sacrifice. Other soldier saints—Sebastian, Joan of Arc. . . .

"I Shall Not be Afraid" (Aline Kilmer). Can there be courage even when one is afraid? Does it take fortitude sometimes just to go on doing things that have to be done? Were both the Kilmers heroic?

"Father Damien" (Tabb). Discussion of his life grows out of this four-line poem. Fortitude of the man who "shut to with his own hand the door of his own sepulcher."

"Fool's Martyrdom" (Walsh). A plea for courage. A challenge to modern youth. Are they "soft"? Have they fortitude? Can they prove it? How often do they take the easy way? How?

Courage Stressed Negatively

"Richard Cory" (Robinson). Clay-footed idol, moral coward; foolishness of envy, immorality of suicide, contempt for cowardice.

"Miniver Cheevy" (Robinson). Shiftlessness; contempt for the man who let life pass him by while he sulked about the troubles he made himself.

"Bridewater's Half Dollar" (Tarkington). Big-talking, world-owes-me-a-living fellow with a grudge against capitalism and a fear of work. The negative family picture can be used to illustrate the positive—the way it ought to be.

Tolerance

"Free Joe and the Rest of the World" (Harris). Pathos as a means of breaking down the colored barrier.

Dark Symphony (Adams). This is what one Negro did. Isn't it possible that others could imitate her if we'd give them a chance? Isn't our intolerance keeping the Negro away from the Church? Are we supporting the foreign missions and neglecting this field at home? Doesn't the Negro have a place in the Mystical Body?

The Little Black Boys (Laidlow). This social problem is the white man's burden. The story cannot leave anyone "cold."

Penitence

"To Mary Magdalen." The glorious penitent whose halo is the "long gold that wiped the feet of God." The story of Magdalen: the kindness, gentleness, and courtesy of Christ. Have we ever played the hypocritical Pharisee?

From Nature to Nature's God

"Christ and the Pagan" (Tabb). The universality of God's love. "None can grope beyond eternal hope."

"Marshes of Glynn" (Lanier). The power of God as shown in the grandeur of nature.

"Ballad of Trees and the Master" (Lanier). The drama of Gethsemane when only the "little leaves had mind to Him." Is it weakness to show sorrow? Christ did. Are we always conscious of the need others have of our sympathy?

"Our Lady of the weather" (Barrett). Mary

is the Queen of all the seasons — Our Lady of the Snows and Queen of May. The joy of having God's Mother so intimately connected with our lives. Does she really hold sway over our hearts?

"The Rhodora" (Emerson). All nature gives glory to God and "beauty is its own excuse for being." The fallacy of Emerson's "If eyes were made for seeing." Necessity of thinking straight and not being deceived by words and music.

Power of Influence

"Outcasts of Poker Flat" (Harte). Influence of two wholesome young people on a group of hardened characters. Is the situation extreme? Does innocence really exercise good influence?

"Song for a Listener" (Feeney). A little boy's character formation by his mother and his first-grade teacher. The influence of woman in general because of the exalted place to which the Blessed Virgin raised her sex. What possibilities for good lie in woman's hands. The responsibility of the role.

"Franciscan Inspiration" (Lindsay). An influence that bridges the centuries and lives in those who pray "God make us all the lowly leper's slave, God make us saints, and brave."

"Father Duffy" (Woollcott). Influence of a Catholic chaplain on a non-Catholic journalist who felt that the world was going to be a great deal poorer for the loss of Father Duffy's smile. Men admire virtue in men; they demand it in women.

"The Bishop's Beggar" (Benet). Luigi out of malice set out to damn the bishop's soul. Instead he saved his own and helped the bishop to sanctity. Was his evil intention justified by the good result? May one ever do wrong even for a good end? Does God sometimes bring good out of evil? Is it true that all reformation must begin with self?

"The Joyous Season" (Barry). A minor play but can be used to effect. Sister Christina changed the lives of her family by her brief visit. Even home circles can feel our influence.

Justice (negatively seen)

"A Game of Checkers." The injustice done to children may seem minor to adults, but sometimes it has a lasting effect. Is there need to be considerate of the rights of those younger than we? May we ever smugly disregard them because we're older? Children may sometimes forget kindness; they never forget and sometimes never forgive injustice.

"Under the Lion's Paw" (Garland). Here is injustice that cries to heaven for vengeance. Haskins was cheated on a big scale and our blood boils as we read of it. Is cheating less real when the matter is smaller? Isn't it always dishonest to take what doesn't belong to you, even if it's only an answer in a test. Would Haskins have been justified in killing Butler? Does any wrong ever justify murder?

Unselfishness (negatively seen)

"Regret" (Chopin). Selfishness is the keynote and it brings its own retribution. All our regrets can never fill the emptiness caused by a selfish life. Are some people today living

selfish lives? What of the women who refuse to be mothers because of the sacrifice motherhood entails? Can their "freedom" ever compensate for the joy of children? And what will happen when pleasure grows stale?

Spiritual Values (negatively seen)

"The Sculptor's Funeral" (Cather). Here are the evils of materialism and the story of one man who rose above them and of another who succumbed to their allure and hated himself for his cowardice. What happens when people are too concerned about material things? Are they kindly, charitable, religious? What threats to our spiritual values are there in the world today? Can we become blind to our own needs? Are we doomed to dissatisfaction when we refuse to live up to our ideals?

Thoughts of Death

"The Raven" (Poe). Death is filled with hopelessness; the bereaved is shrouded in unending gloom. Is it possible for the true Catholic to take this attitude? If he does, what does he lack? Isn't the lover in the poem really feeling sorry for himself? Is Poe's attitude toward death consistent with his attitude toward life?

"Thanatopsis" (Bryant). A moral but pagan poem. Could Poe have written it? Does Bryant's Puritan background explain his writing? Is his admonition, "So live," a good one? Where is it inconsistent? How would your life be affected if you did not believe in a hereafter? Would it make for cheerfulness?

"Nature" (Longfellow). Is it true that we are like children reluctantly being led to bed, that we don't look forward to death because we do not know "how far the unknown transcends the what we know"? Should we fear death? Why do we fear? Who really ought to fear to die?

"High Flight." The thrill of soaring leads the young aviator to thoughts of the Infinite. In flying he has found joy he cannot explain, joy that was denied him as he walked. He can "put out his hand and touch the face of

God." Do you think when he met death in the skies that he was afraid? If you are close to God can you die bravely? Would you have liked knowing this young man? Can you say that, though he died young, he had lived long enough?

Perfection

"Chambered Nautilus" (Holmes). "Build thee more stately mansions, O my soul" — the reason for all living, to become better as we become older, perfecting ourselves for our heavenly home.

Self-Reliance

Discuss Catholic self-reliance versus Emerson's self-reliance.

These are some of the things an American literature class can cover. I have deliberately omitted the "core books," discussion of which requires special consideration. Instead I have confined the selections chiefly to those contained in the text. There is much more in the anthology, naturally, than is here presented, nor is any one selection here treated exhaustively. I have merely hinted the direction in which each discussion will be steered. In cold print the plan seems formal and forbidding, I know. The outline, however, shows some of the wealth of thought that lies within the pages of the text; the ore is there but I must do the mining. I must show them the beauty of thought and expression. I must make them want the worth-while.

It is not an easy task but it is one that I would not willingly exchange for any other.

College Entrance

Thirty-five of Michigan's 37 public and private colleges with 84 high schools have entered into the Michigan Agreement, promising to disregard subject matter credits in admitting high school graduates. The schools each year must show evidence to the Agreement Committee of curriculum refinement made by the faculty as a whole, systematic follow-up of former students, and guidance programs in which students learn the nature and requirements of occupations and specialized courses. High schools, also, must keep more comprehensive personal records and submit more significant information about applicants than in the past.



Children of the eighth grade at Holy Trinity School, Utica, N. Y., prepared this Catholic Press Month exhibit under the guidance of their pastor, Rev. Bernard A. Janejewski, and their teachers, Sisters of the Holy Family of Nazareth.

A Pageant in Honor of Our Lady

*Sister M. Brigid, O.M.**

Prologue

READER:

The earth and all therein is sunk in the mire of sin.
Men once lovely to behold as the children of God
Now languish in the slough of God's wrath.
The sin of our father and the sin of our mother
Have lost us the key to paradise.
The deer with her fawn no longer trusts us
But hurries away because of our evil.
Thistles and briars spring from the earth
And the winds are no longer friendly.
We now kill our brother
And our Father's authority deny.
Nothing remains but our iniquity.
Only to be forgotten have prophets come.
When, oh, when will God send His Son?
Where is the Virgin, the boast of our race,
Who through her Son will change nature's face?

First Scene

[Reader steps to the side and reads first scene from that position. Tableau is not revealed until end of first scene reading.]

READER:

Generations have passed.
The Lamb has lived and died.
Men have been redeemed.
Satan no longer walks his brazen way,
But plans a subtler war.
He belches forth a foul breath of heresy
And scorches the Christian world.
Truth has been forgotten and men lie a prey
to the bold Turk's sword.
Prayers and supplication go up to heaven,
But heaven's gates seem closed.
Then the Mother of God kneeling in adoration
before her Son
Addresses her plea:
"They have no wine."
Behold the hand of the Lord
Is not shortened.
Neither is His ear heavy that
It cannot hear.
Behold Mary brings salvation to the Christian
world through the splendor of the rosary.

TABLEAU:

Our Lady presenting the rosary to St. Dominic [as in famous painting of this subject].

[Curtain]

READER:

Years multiply themselves and grow into decades.
There have been wars and sickness and hunger
in the world.
There have been great wealth and dire poverty.
Ships have plowed the seas to bring from afar

A pageant that is easily staged often answers the needs of busy high school or college groups. This one calls for three simple tableaux. After the prologue, which is read from center stage, the lines are read from the side. The reader, who should render the lines as beautifully as possible, uses a scroll and a small light. Darkness, a bright spotlight, and soft music add to the pageant. The reading may be done by a verse-speaking choir if desired.

cedarwood, spikenard, and golden silks.
Men have risen in power and splendor
As does the evening star,
Only like it to grow pale and wan
At the dawning of a new day.
The world like a poor, ragged orphan
Goes from the door of one false god to another
Only to be made poorer and more ragged.
Error mounts upon error
Until in the blindness of its soul
The world crucifies Christ anew upon the cross of false philosophy.
The Seat of Wisdom sees the error of man
And kneeling before her Son addresses these words:
"They have no wine."
And He replies
"Find a simple child in the land of France.
Let her lead the sick and violent to you, My Mother, as she leads her tiny flock of sheep to pasture.
Go, My Mother, and through this child
Enrich the land
And shower My graces upon a loved but unworthy people."

Second Scene

[Our Lady appears to little Bernadette. Same business as for First Scene. The music



— G. C. Harmon

of the hymn to Our Lady of Massabielle can be played softly during this scene. Any appropriate music can be substituted, if preferred.]

[Curtain]

[As the lights are dimmed, the Reader continues while those in the third scene take their places.]

READER:

A whirlwind of God's wrath is unleashed upon the earth.
The blood of the world's youth flows freely through filthy gutters.
For it is the day of slaughter and of treading down.
The Divine Master looks sadly upon the broken branches of the Mystical Vine and says:
In this day thy strong cities shall be forsaken and
Because thou hast forsaken God thy Saviour and hast not remembered thy strong helper
In the day of thy planting shall be the wild grape.
And the harvest shall be taken away in the day of inheritance.
Then the mother of God kneels before her Son and says,
"They have no wine."
And the Son looking with love upon her Immaculate Heart replies
"To the simple and the poor go, My Mother, and ask prayer and sacrifice to heal the wounds made by the ingratitude of mankind to your Immaculate Heart.
Manifest My love to the world and ask the conversion of sinners."

Third Scene

[Our Lady appears to Lucia, Francisco, and Jacinta at Fátima. Same business as suggested for other scenes. Soft music.]

[Curtain]

Epilogue

[Soft music during recitation of the Magnificat.]

READER:

My soul doth magnify the Lord
And my spirit hath rejoiced in God my Saviour
Because He hath regarded the humility of His handmaid: for behold from henceforth all generations shall call me blessed.
Because He that is mighty, hath done great things to me: and holy is His name.
And His mercy is from generation to generation, to them that fear Him.
He hath showed might in His arm: He hath scattered the proud in the conceit of their heart.
He hath cast down the mighty from their seat, and exalted the humble.
The hungry He hath filled with good things, and the rich He hath sent away empty.
He hath received Israel His servant, being mindful of His mercy.
As He spoke to our fathers: to Abraham, and to his seed for ever.

[Curtain]

*St. Joseph's Convent, Titusville, Pa.

Catholic Business Educators

Joseph F. Keimig, S.M.*

Three years ago, a group of Catholic business educators organized a new association of commercial teachers in New York City. Their purpose was to establish a Catholic Business Education Association that would parallel the existent Eastern Business Teachers Association. These founders realized the need for organizing Catholic lay and religious business teachers of Canada and the United States into an association that would unite its members in implanting the moral and social principles of the Church through the instrumentality of students graduating from our Catholic schools. Within two years, the Catholic Business Education Association, more popularly known as the CBEA, grew into a national organization. From its very inception, the Association set forth as its objectives:

1. To stimulate Catholic educators in the fields of economics, commerce, finance, and business administration to permeate the sharing of their knowledge and skills with the social principles of the Church.
2. To perfect an *esprit de corps* among teachers of business subjects.
3. To encourage more active reading and production of business education literature.
4. To provide service aids for teachers of business subjects.
5. To encourage the establishment of graduate departments of business education and administration in Catholic colleges and universities.
6. To help establish needed curriculum changes in high schools and colleges.

Membership in the CBEA is open to all administrators and teachers interested in economics and business subjects, and to all students in the business department of the graduate school of a college or university. As the association grew, regional chapters were set up throughout the United States. There are chapters of the CBEA in all sections of the country. Further information can be obtained by writing to any of the regional chapters. More than 1400 business educators already have joined the ranks of the CBEA. Payment of one dollar dues entitles a business teacher to share in the benefits of the organization. These benefits include all issues of the *Quarterly Bulletin*, official organ of the CBEA; the *Journal*, the Association's yearbook; and free registration at regional and national conventions.

Regional chapters of the Catholic Business Education Association are set up in the following areas:

Eastern Chapter: New York, Pennsylvania, New Jersey, West Virginia, Maryland, Vir-

ginia, and the District of Columbia. Chairman: Sister M. Dorothy, O.P., Bishop McDonnell Memorial High School, Brooklyn, N. Y.

South Central Chapter: Ohio, Kentucky, Missouri, Arkansas, Tennessee, and Southern Indiana (south of South Bend). Chairman: Brother George W. Nagel, S.M., University of Dayton, Dayton 9, Ohio.

Midwest Chapter: Illinois, Wisconsin, Michigan, Iowa, Minnesota, and Northern Indiana (north of South Bend). Chairman: Sister M.

Gregoria, B.V.M., Mundelein College, Chicago, Ill.

Northeast Chapter: Maine, New Hampshire, Vermont, Connecticut, Rhode Island, and Massachusetts. Chairman: Sister M. Athanasia, S.S.J., Regis College, Weston, Mass.

Southern Chapter: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, and South Carolina. Chairman: Sister M. Ligouri, O.P., St. Mary's Dominican College, New Orleans, La.

Southwest Chapter: New Mexico, Kansas, Oklahoma, Colorado, and Texas. Chairman: Brother Kieran Ryan, C.S.C., St. Edward's University, Austin, Tex.

Western and Northwestern Chapters: These chapters will be formed during this scholastic year.

Grades 4, 5, and 6

Exercises for Elementary Composition

John H. Treanor*

Exercises in English composition based upon model and imitation have a distinct place in the elementary school. In order to write well, boys and girls of grades four, five, and six must learn the component parts of composition. For the writing of whole pieces is difficult at best; and any success generally follows a study of the various phases of composition. Even teachers are sometimes overwhelmed by the complexity of this work, often accepting the most indefinite standards. But, like mathematics and other subjects, English composition has certain recognizable parts. The problem is to break them down into teachable units, so that pupils may progress slowly but thoroughly—from the word, to the phrase, to the sentence, to the whole composition.

The following exercises suggest a method of presenting certain phases of composition. Not their least practical use is the definiteness of the work, entirely within the compass of the elementary school, and admirably suited to a long series of daily lessons. For pupils, as well as teachers, respond successfully to what is clear and orderly and advancing step by step.

These exercises begin with certain short, unadorned statements; make use of certain previously learned models of phrases; and lead to a variety of sentences based upon these models. For all three grades the foundation of the work is identical, the results varying in the matter of expression according to the maturity of the respective grades.

Ten statements supply the ideas: (1) The boy runs. (2) Birds fly. (3) Monkeys chatter. (4) The storm rages. (5) The river flows. (6) The woman shops. (7) The boy studies. (8) The baby laughs. (9) The sun shines. (10) The man walks.

These subjects, chosen almost at random,

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are within the experience of boys and girls, and by no means exhaust the possibilities. One statement provides the ideas for a week's work in composition; hence an extended series of exercises must engage the attention of the pupils.

Certain previously learned models of phrases provide the guide to the exercises. As will be noted, these phrases necessitate the teaching (beginning with grade four) of certain fundamentals of grammar: noun, adjective, verb, adverb, preposition, and prepositional phrase. The use of these exercises presuppose that this work has been done.

Here are ten phrases, the first five of which are nouns and modifiers (used later for subject of the sentence); the second five are verbs and modifiers (for the predicate). A grammatical analysis follows each model ("a" and "the" are omitted in the analysis).

1. The little boy: noun modified by one adjective.
2. The pleasant, little boy: noun modified by two adjectives.
3. The boy with a pleasant face: noun modified by an adjective phrase.
4. The boy pleasant and happy: noun followed by two adjectives.
5. The boy with a face bright and gay: noun modified by an adjective phrase, itself containing two modifiers.
6. Works steadily: verb modified by adverb.
7. Works steadily and carefully: verb modified by two adverbs.
8. Works with care: verb modified by an adverbial phrase.
9. Works with great care: verb modified by an adverbial phrase containing a noun and an adjective.
10. Works with care and patience: verb modified by an adverbial phrase containing two nouns.

These ten grammatical constructions form

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Hail Mary, Full of Grace

Margaret E. Schoeverling*



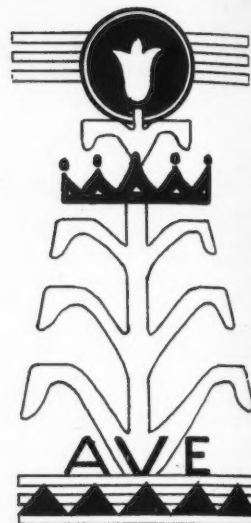
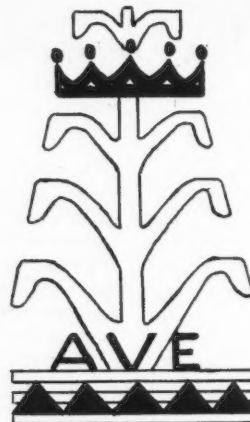
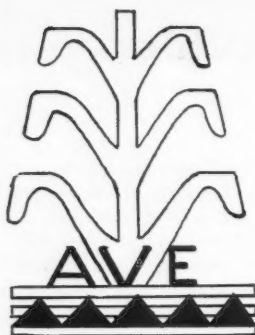
Ave, Hail Mary, full of grace,
The lily of our sinful race.

Through you God came to human
birth,
Through you to God go all prayers
from earth.

We bring a symbol of love, heaven's
Queen,
As we draw, we learn more of what
you mean.

The Father's Daughter, Mother of the
Son,
Bride of the Holy Ghost, Three-in-
One.

*P.O. Box 203, Oconomowoc, Wis.



1. Three lines we draw, and with "Ave"
greet
You, our Mother, most holy, most
sweet.
2. Next, on a stem, leaves one, two,
three,
This means God, the Blessed Trinity.
3. A crown—you are Mother of our
King.
And Queen of Heaven, where angels
sing.

4. A haloed flower blooms above,
God's lily of purity and love.

Dear Mother of Christ, we offer you
Our bodies and souls; keep them
strong and true.

God's holy Mother, pray for us men
Now and at death's dread hour.
Amen.

the models for which the subsequent exercises
are the imitations.

The exercise begins with one of the state-
ments, for example, "The boy runs" or "the
storm rages," and adapts it to the phrases of
the model. Here are imitations using the
statement "The boy studies":

1. The industrious boy
2. The quiet, intelligent boy
3. The boy with a baffled look
4. The boy bright and industrious
5. The boy with a face puzzled and at-
tentive

6. Studies patiently
7. Studies faithfully and well
8. Studies with delight
9. Studies with sudden interest
10. Studies with eagerness and attention
(This was written by a fourth-grade
pupil.)

Here are imitations using the statement
"The monkey chatters":

1. The mischievous monkey
2. The playful, little monkey
3. The monkey with a wizened face
4. The monkey playful and friendly
5. The monkey with a face comical and
merry

6. Jabbers incessantly
7. Screeches angrily and steadily
8. Chatters with delight
9. Squeals with great satisfaction
10. Chuckles with fun and mischief
(This was written by a fifth-grade
pupil.)

Here are imitations using the statement
"The storm rages":

1. The furious storm

2. The fierce, savage storm
3. The storm fearful and destructive
4. The storm with devastating fury
5. The storm with winds strong and
forceful
6. Rages tumultuously
7. Blows violently and destructively
8. Beats with fury
9. Strikes with sudden force
10. Beats with violence and strength
(This was written by a sixth-grade
pupil.)

At this point, one or another of the state-
ments, supplying the underlying thought of
the exercise, has been cast into the several
phrase models—five for the noun and its
modifiers and five for the verb and its modi-
fiers. Parenthetically, it should be understood
that pupils, by virtue of previous work in
grammar, are able to handle the grammatical
analysis of each phrase: this work is auto-
matic and greatly aids the exercises in com-
position.

Next, the ten imitations are combined to
form sentences. For example: one of the
noun phrases is joined with one of the verb
phrases: "The monkey, playful and friendly"
and "jabbers incessantly." "A storm with
biting winds" and "rages with great fury."

Various combinations are possible, any one
of the noun phrases being combined with
any one of the verb phrases. Thus, combina-
tions such as the following are made:

1. The pupil, with a mind clear and thought-
ful, listens with great care.
2. The cheerless sun rose over gray hills.
3. The Mississippi, with a current strong
and swift, winds around the bend.

4. The hurricane, furious and wild, strikes
with sudden destruction.
5. The majestic trees bend gracefully.
6. The pines in a forest dark and dreary
toss against the sky.
7. The helpless papoose tosses restlessly.
8. His father, in an angry mood, stamps
impatiently.
9. The birds, with beaks sharp and cruel,
hover over the plain.
10. The dim, misty sun shines with a feeble
light.

To produce sentences such as these, in the
greatest variety, is the aim of the exercises.
One statement and the subsequent work
suffices for a week's work in composition.
Naturally, study of vocabulary is a necessary
part of any kind of composition and should
not be neglected here. Exercises such as these
are like scales that beginners practice in
music: they are not whole compositions in
themselves but merely the fundamentals. By
continuous drill, pupils' minds become filled
with unnumbered variations of expression,
with an expanding sense of power in writing,
against the day when whole compositions
shall be demanded. Then, with a thorough
understanding of the necessary grammatical
principles, pupils are able to summon forth
words and phrases, and to combine them
into the most apt and pleasing combinations.
For only when one can choose or reject, can
discriminate and weigh, can he be said to en-
gage in composition. Since it is such a difficult
business, the art of writing should be under-
taken, in its fundamentals, early in the ele-
mentary school.

A Pageant for Graduation or Other Occasion

Our Alma Mater, the Parish School

Sister M. Scholastica, S.S.N.D.*

The Characters

- ALMA MATER (*long, white, flowing robe*)
DIVINE VIRTUES (*flower costumes, carry emblems*)
FAITH (*fringed gentian, carry cross*)
HOPE (*flower bud, carry anchor*)
CHARITY (*red rose, carry torch*)
MORAL VIRTUES
PRUDENCE (*wise virgin with lamp*)
FORTITUDE (*the armor of Joan of Arc*)
TEMPERANCE (*rider's outfit, carrying short crop and bridle*)
JUSTICE (*cap and gown, carrying scales of justice*)
CHILDREN OF JUSTICE (*flower costumes*)
PRAYER (*tea rose, carrying censer*)
RELIGION (*praise*) (*tea rose, carrying lyre*)
OBEDIENCE (*carnation*)
KINDNESS (*sweet pea*)
SPIRITS
PATRIOTISM (*Boy Scout uniform*)
LABOR (*brown tunic*)
CULTURE (*Grecian girl, wearing laurel wreath and carrying basket of flowers*)
SACRIFICE (*black cassock and crucifix*)
ASSOCIATE SPIRITS OF CULTURE
LITERATURE (*Grecian boy, wearing laurel wreath and carrying book and scroll*)
ART (*Grecian girl, wearing laurel wreath and carrying palette*)
SPORT (*sport costume, carrying basketball or football*)
MUSIC (*Grecian girl, with violin*)
GROUP FOR FLAG DRILL (*dressed uniformly, carrying flags*)
GROUP FOR WORKMEN'S DRILL (*costume and emblem of each one's work*)
GROUP ACCOMPANYING SACRIFICE (*Girls in white, holding palms. Boys in black cassocks holding breviaries.*)

The Setting

Toward the back center of the stage have an elevated platform with a throne for Alma Mater. On either side of the platform place tiers hidden by palms and oak leaves to resemble a hillside. The groups stand on these tiers in the final tableau.

Prologue

This pageant portrays the work of the Catholic school, which is, not merely to impart knowledge in the secular branches, but chiefly to nurture the supernatural virtues infused into the child at baptism, and to help him develop desirable habits and attitudes.

The first part shows the Guardian Angel of the parish crowning the symbolic figure of our school, our Alma Mater.

Next enter characters representing the Theological Virtues.

Thirdly there appear the Cardinal Virtues.

After this, the Spirits or Attitudes which Alma Mater seeks to foster in her pupils, present themselves. These are Patriotism, Labor, Culture, and Sacrifice.

The fifth and last part will be the united chorus of the Virtues. Spirits and their attendants, together with the Sodality choir—all uniting their voices in the joyful strains of the *Jubilate Deo*.

I.

[Curtain—soft music—Alma Mater is standing on raised platform. The Guardian Angel of the school enters, carrying a sparkling diadem, and proceeds toward Alma Mater. Near platform, the angel stops and says]:

ANGEL: "Those who instruct others unto justice shall shine as stars for all eternity" (Dan. 12:3).

[Angel puts crown on Alma Mater's head, steps aside, and says]:

Hail, Alma Mater. Let your guardian spirit be the first to salute you on this festive occasion. May you anticipate today the reward promised by the Most High to those who instruct youth!

ALMA MATER: Fortunate, indeed, am I to be allowed to participate in the work of the divine Teacher in educating the little members of His flock. Happy years were mine ever since I was established here in . . . , by the good pastor, . . . , assisted by the heroic sacrifices on the part of the early pioneers of . . . parish, and the untiring labors of the [name of Sisterhood].

ANGEL: Yea, blessed years; and it was my happy privilege to record your unseen efforts of nurturing virtue in the hearts of the young and imparting to them the doctrines of our holy faith.

II.

[Enter Faith bearing a cross. Hope follows closely with golden anchor. Love with a torch.]

FAITH, HOPE, AND LOVE: Hail! Alma Mater!

FAITH: I heard you mention my name, Faith, and I come to thank you, dear Alma Mater, for the assistance you have given to the zealous catechists who labored here that I might strike deep root in the hearts of your people.

It is my privilege to dispel the mists of earth and acquaint men with the transcending love of God who made them, and to make them realize the high purpose of their existence.

HOPE: And, remember, holy Faith, it is Hope who keeps alive your flame when the allurements of the world and the sorrows of life try to smother you; for in joy as well as in sorrow, I direct the minds of people to trust in the loving and unfailing care of God.

ALMA MATER: Yes, Faith and Hope, you are the pillars of holy Church.

LOVE: And I am the Love which Faith manifests to mortals. I am an emanation from

the heart of God. When He created man, God planted deep down in his heart the seed of charity, commanding it to develop and expand under the sunshine and rain of His paternal Providence. O, Alma Mater, teach your pupils to love God.

ALMA MATER: Yes, indeed, I will, for from all eternity the Creator has been waiting for the love of His creatures.

ANGEL: Full well I know the influence of your presence, Faith, Hope, and Love, in this congregation. It has produced priests, religious, good fathers, gentle mothers, conscientious laborers, and a host of citizens, loyal to God and country.

III.

[A few more strains of music and then silence. Enter the Moral Virtues of Prudence, Justice, Temperance, Fortitude; also Kindness, Obedience, Prayer and Praise.]

VIRTUES: Hail, Alma Mater!

PRUDENCE: We were attracted by the strains of sweetest music.

TEMPERANCE: We are the Cardinal Virtues which our Alma Mater has ever striven to develop in her charges.

FORTITUDE: We come to gladden you on this occasion.

JUSTICE:—and to encourage you to continue your noble work of recommending us to the children.

TEMPERANCE: We are the hinges on which sways the whole moral life of man.

ALMA MATER: Then tell us your names and more about yourselves.

PRUDENCE: I am Prudence, the very "eye of the soul." I teach men to discipline themselves by the aid of reason. When it is difficult to decide which of two actions is better, I help men to know what is more pleasing to God. Those who regulate their lives by me, lay up for themselves treasures in heaven; while those who ignore my counsel, run the risk of finding their hands empty in the hour of death.

FORTITUDE: All people admire me, Fortitude or Christian courage. I help men to follow whither Christ leads. I keep them from drifting with the tide or following the rest when they are not doing what is right. I teach them to live as true children of God whether this costs little or much or everything. If it were not for me, holy Church could not boast of her vast army of martyrs and confessors of the faith.

TEMPERANCE: I, Temperance, teach man to enjoy the good things God has given him and to use them for the purpose for which they were created, but I never allow the senses to dominate reason. Hence, I stand for moderation in the use of food, drink, and in all that pertains to the pleasure of the senses.

JUSTICE: My name is Justice. I teach men to give to everyone his just due. I have a

*St. Joseph Orphanage, Green Bay, Wis.

special pre-eminence among the virtues, for is not our blessed Saviour called the "Sun of Justice," and His Immaculate Mother who so well reflects the beauty and virtue of her divine Son the "Mirror of Justice"?

I shall now let my children add a word of explanation. Kindness, will you explain your mission? [*Enter Kindness.*]

KINDNESS: I touch the hard lines of life and they blossom. I teach consideration for subjects, courtesy and thoughtfulness for one's equals, and fairness toward all. In fact, I include everything that is implied by the saying: "Do unto others as you would have them do unto you." I help men to see Christ in every person they meet.

JUSTICE: Obedience, will you come forward now? [*Enter Obedience.*]

OBEEDIENCE: I insist on giving just due to parents and superiors by obedience to their commands. I make children resemble their divine Friend who Himself was obedient to the two holiest of His creatures, Mary and Joseph, and even to His unjust judges. Besides, children who are responsive to me at home and in school, later find easier the higher obedience to all lawful authority—ecclesiastical and civil.

JUSTICE: And now Prayer and Praise. [*Enter both.*]

PRAYER AND PRAISE: We are twins called Prayer and Praise.

PRAISE: We are natural manifestations of religion whose aim always is to render to God the worship due to Him.

PRAYER: I bear a censor with perfumes ever rising before the Most High.

PRAISE: And I keep up the unending "Holy, holy, holy" before the great white throne.

PRAYER: Do you know the best way of giving honor to God? It is to assist at Holy Mass; for one Holy Mass gives God more praise than the combined and eternal worship of all the souls in heaven, on earth, and in purgatory.

PRAISE: That is why we encourage the children and, through them, their families to avail themselves of every opportunity they will ever have of assisting at the Holy Sacrifice.

PRAYER: They say of me that more things are wrought by prayer than this world dreams of. Indeed, I am the key that opens the treasury of heaven. Even the little child is taught to lift its innocent arms to our Father who is in heaven in all its needs.

PRAISE: What an honor for earth-born pilgrims to join their humble prayer and song to the glorious strains of angelic choirs! To show how closely allied are Prayer and Praise we will now sing the beautiful prayer our Saviour Himself has taught us.

[*Song: All on stage sing the "Our Father." Some of the virtues may pantomime the same. Music by Rev. F. T. Walter. Angel and virtues leave. Alma Mater remains alone and sits down.*]

IV.

[*Enter Spirit of Patriotism.*]

SPIRIT OF PATRIOTISM: Patriotism, loyalty

to flag and country, is my name. I inspire youth with a true and general regard for the laws and regulations of our dear United States. Our Alma Mater teaches the children from the earliest years of school life that who is docile to the teachings of His Church is also obedient to lawful authority in civil matters. Our pupils salute the flag every day, observe the national holidays, and are proud to follow our own Red, White, and Blue.

[*Enter a group of children for a flag drill and patriotic song and then leave the stage. Spirit of Labor enters.*]

SPIRIT OF LABOR: I, the embodiment of the Spirit of Labor, mental and manual, wish to express my gratitude to you, Alma Mater, for befriending me. I pray you continue instilling in your pupils an appreciation of labor which is honorable, whether a man works with his hands or with his head. A great American cardinal when speaking of me has made the following statements: Exercise of the muscles keeps the body in health; exercise of the brain brings peace of mind. In honoring and upholding labor a school contributes to the prosperity of the nation and pays tribute to work. The Redeemer of mankind has not conferred a greater temporal blessing on the human race than by ennobling and sanctifying labor.

[*Drill of workmen and professionals. Music—Anvil Chorus, Verdi. Leave stage. Enter Spirit of Culture lightly, and bowing gracefully first to Alma Mater, then to audience. Music from Scherzo from Beethoven's Second Sonata.*]

SPIRIT OF CULTURE: I am known by the name of Culture. My work is to make pupils aware of the beauty of God's creation. At the present time the world is in need of me more than ever before. Since the hours of labor are constantly shortening, it is of the utmost importance to educate children to spend leisure hours profitably and wisely. This can be done in no better way than by teaching them to appreciate the beauty and purpose of true art, good literature, and music. Come, Associate Spirits, speak for yourselves.

[*Enter Literature, Art, Physical Culture, and Music.*]

CULTURE: What is your message, Art?

ART: I am the handmaid of religion. It is my mission to unfold to the eyes and minds of youth the wonders of beauty in the everyday things of life as well as in the masterpieces of painting, sculpture, and architecture of the ages. It is necessary for the education of children to give them a certain amount of training and guidance that they may possess artistic judgment and discrimination to know what to appreciate and what to avoid.

CULTURE: What have you to say, Literature?

LITERATURE: I, Literature, am a perfect reflection of the morals of man. No amount of false reasoning by the worldly minded can consign me to the background. Either I help or I hinder man's purpose—the salvation of his soul. I need the co-operation of home and school to train the taste of the child in a wholesome way and to familiarize him with worth-while reading material. The more good

things the child reads and hears the greater the appreciation of them becomes.

CULTURE: And Physical Culture.

PHYSICAL CULTURE: They call me Sport. I am a special favorite among the young. If I am used rightly, I am helpful in building up strong bodies and alert minds. With a strong body one can serve God better, for grace always builds on nature. We know that St. Francis Xavier was a university athlete before he became the athlete of God. I am a valuable aid in developing the natural virtues of co-operation, obedience, courage, and fair play.

CULTURE: Now, Music, contribute your share.

MUSIC: I come floating on the air to catch the spirit and lift it heavenward. I claim an important place in the school as a general medium of training and culture. If the child has learned to use me as a tool, he can surround himself with a great deal of happiness. Having acquired an appreciation of good music, he readily appreciates what is beautiful and noble in all that life holds for him, and instinctively turns away from what is cheap and vulgar.

[*After speaking the Spirit of Music plays on her violin on the stage while the entire orchestra plays the "Scherzo" from the second Sonata by Beethoven, arranged for orchestra. Culture Group bows and leaves stage. Spirit of Sacrifice enters to speak.*]

SPIRIT OF SACRIFICE: Alma Mater, I greet you! Your daily kind guidance and loving counsel lead the child up to the path of little virtues and even to the noble heights of sacrifice—of which I am the symbol. Faith leads the way, while hope and love follow in its path. But the test of true love is sacrifice. Yes, many pupils of this school have climbed to the heights of love up the hill of sacrifice. They have given up home and loved ones to devote their lives to their own sanctification and the salvation of others, not only in our own dear country but even in the distant mission fields of China. They have heard the Divine Call and have followed it.

[*Alma Mater (soprano) and Angel (alto), sing "The Divine Call" by Sister M. Davidica. At the first word of the song a group of girls in white carrying palms and a group of boys wearing black cassocks and holding breviaries appear on either side of the stage.*]

V.

[*Grand Finale: Tableau; "Jubilate Deo" by Mozart. All groups that took part in the pageant come back on the stage for the tableau. Each group coming is accompanied by a few strains of the different music used previously for each.*]

MUSIC

"Vocation" or "The Divine Call" by S. M. Davidica, published by Sisters of St. Francis, Alverno, Wis.

"Our Father" by F. T. Walters, published by McLaughlin & Reilly Co., Boston.

"Jubilate Deo" by Mozart, published by The St. Gregory Guild, Inc., Philadelphia.

"Anvil Chorus" (Il Trovatore) by Verdi, published by Hall & McCreary Co., Chicago.

"Scherzo"—Second Sonata by Beethoven, published by G. Schirmer Inc., New York.

FRACTIONS IN THE PRIMARY GRADES

V. Parts in Grade Four: Equivalent Fractions

Amy J. DeMay, Ed.D.*

The fact that one part of a whole or a group is the same amount of the whole as two or more other parts taken together, as that $\frac{1}{2}$ is equivalent to $\frac{2}{4}$ or $\frac{4}{8}$, etc., is something that children should understand at this stage. They have been exposed to the concept in cutting a half into two to make fourths, but we have thus far not brought the fact of the equality to their attention because they have had as yet no need for such use. Now when adding two or more fractions, as $\frac{1}{4}$ and $\frac{1}{4}$ make $\frac{2}{4}$, they should interpret the $\frac{2}{4}$ as $\frac{1}{2}$. They should learn to recognize this at once; we are not here teaching "reduction" to higher or lower terms, but merely making the interpretation of the meaning which all along the pupils have been experiencing.

In teaching this concept of the equality of two fractions which are made up of two different-sized parts, we apply this to the two series: $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{1}{16}$, and $\frac{1}{3}, \frac{1}{6}, \frac{1}{12}$. We

may also use it with a series $\frac{1}{2}, \frac{1}{6}, \frac{1}{12}$; but we are using these merely as interpreting and not for getting the "common denominator" for adding unlike fractions or for subtracting them. When we come to those in a later grade, however, we employ the same exercises given here, and carry the interpretation farther than now.

We first follow through the series of related fractions with a combination of paper folding and drawing of squares to illustrate each stage.

We begin with the series based on $\frac{1}{2}$. Pupils are provided with a large sheet of soft paper for folding and smaller ones for the drawing which goes along with it.

First the large sheet is folded once, opened and a line drawn on the fold, and questions asked, as when we were first developing these fractions.

How many parts in the sheet? What is each part called?

Then on the smaller sheet pupils are directed to draw a square two inches on a side, and to draw a line making it into two equal parts.

They write $\frac{1}{2}$ inside each of these parts.

The large sheet is then folded back and folded again, and opened, and a line drawn on the new crease.

How many parts now? What is each part called?

Draw another two-inch square. Draw a line as before to make it into halves. Draw another line, like the crease on the paper, to make

the square into fourths. Write $\frac{1}{4}$ in each part.

Now shade half of this square. How many fourths are taken by the square? $\frac{1}{2}$ equals how many fourths? Write the statement under the square: $\frac{1}{2} = \frac{2}{4}$.

Fold the large paper back on its creases. Fold it again. Open it out and mark on the new crease. How many parts? What is each part called?

Draw a two-inch square on the next sheet of paper. Mark lines to make it into halves, then into fourths, then into eighths. Write $\frac{1}{8}$ inside each part.

Shade $\frac{1}{4}$ lightly. How many eighths inside the one fourth?

Then how many eighths in one fourth? Write the statement.

Shade another fourth. These two shaded fourths together make what part of the square?

Write the statement. $\frac{1}{4} + \frac{1}{4} = \frac{2}{4} = \frac{1}{2}$.

Look at the square again. How many eighths in the half of the square? Write the statement: $\frac{1}{2} = \frac{4}{8}$.

How many eighths in the first quarter of the square?

How many eighths in the second quarter? Make an addition example of that.

$$\frac{2}{8} + \frac{2}{8} = \frac{4}{8} = \frac{1}{2}$$

$$\frac{1}{8} + \frac{1}{8} = \frac{2}{8} = \frac{1}{4}$$

The folding sheet may now be put back in its creases, folded again, unfolded, and the new crease marked.

How many parts? What is each part called?

Make a square two inches on a side and divide it into sixteenths. What do you do first? What do you get?

What do you do next? How many parts do you get?

And so on, and then an eighth is shaded and interpreted and $\frac{2}{16}$ made into $\frac{1}{8}$. Adding

another part there are addition examples to make $\frac{4}{16} = \frac{1}{4}$, and $\frac{8}{16} = \frac{1}{2}$, and others which the children will point out for themselves.

Whether this is extended to show that $\frac{12}{16} = \frac{3}{4}$

depends on the maturity of the children. If they mention this and point out the fact, it should be stated as with the parts that are

equal to the unit fractions $\frac{1}{2}, \frac{1}{4},$ and $\frac{1}{8}$, and

the simple ones where the two, four, or eight parts result in a unit fraction. We want them to be so familiar with the meaning of these that "formal reduction" is never going to be necessary; so that when they encounter any of these later as the results of any process they will automatically write it in the largest-sized parts. Reducing to lowest terms really means making smaller numbers; the term which indicates the size of the parts actually shows a larger part. This has often been confusing to children when they have tried to see meaning. In most of the processes children are to encounter in the fractions for which there will be a use the results will not often be any fraction that they should not see its equivalent in smaller numbers, larger parts, without any "figuring."

After they have thus experimented and found out the equality of certain fractional parts, they should draw a square to put into the scrap book, with a table under it, as,

$$\frac{2}{16} = \frac{1}{8}; \frac{4}{16} = \frac{1}{4}; \frac{6}{16} = \frac{3}{8}; \frac{8}{16} = \frac{1}{2}$$

And as stated above this may be continued to include the fractions larger than $\frac{1}{2}$ if desired.

$$\frac{10}{16} = \frac{5}{8}, \frac{12}{16} = \frac{3}{4}, \text{ and even } \frac{14}{16} = \frac{7}{8}$$

The same kind of development work should be given for the $\frac{1}{3}$ series up to twelfths, and

may also be applied to the series $\frac{1}{2}, \frac{1}{6}, \frac{1}{12}$.

As a review and to put into their scrap-books, and perhaps to refer to at times, pupils should make a diagram like the following for the $\frac{1}{2}$ series and a similar one for the $\frac{1}{3}$ series. On this, questions may be asked and the answers found, with the comparisons pictured where they may easily be interpreted.

WHOLE							
ONE HALF				ONE HALF			
ONE FOURTH	ONE FOURTH	ONE FOURTH	ONE FOURTH	ONE FOURTH	ONE FOURTH	ONE FOURTH	ONE FOURTH
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$

How many fourths in $\frac{1}{2}$?

How many eighths in $\frac{1}{2}$?

How many sixteenths in $\frac{1}{2}$?

How many eighths in $\frac{1}{4}$?

How many sixteenths in $\frac{1}{4}$?

*Clifton Springs, N. Y.

And the opposite kind of questions,

$\frac{2}{4}$ equals how many halves?

How many fourths in $\frac{2}{8}$ and so on.

The same type of diagram should be made for thirds, sixths, and twelfths, and also for halves, sixths, and twelfths. And the same kind of questions as those here suggested for the halves series.

These are a type known as *measurement*. We do not here mention that it is; but in the understanding of division and its problems, pupils should in this grade know what it is, but not of course with fractions. With those they use it without its technical name. Teachers, however, should sense what it is. In division with whole numbers they should be taught that when we reckon to find how many times 2 cents is contained in 10 cents we are measuring the 10 cents by 2 cents. Or when a pencil costs 4 cents, to find how many pencils can be bought for 12 cents the dividing is measuring 12 cents by 4 cents to see how many times 4 cents is contained in 12 cents. Here the 4 cents is the measure. It can be done by placing 12 toy pennies on the desk, and dividing them into parts of 4 each. This is not here a fraction concept and the fact that because 4 cents is contained in 12 cents three times, 4 cents

is therefore $\frac{1}{3}$ of 12 cents is not part of this instruction.

There are, nevertheless, situations where this is done. That a pint is one half of a quart, that a quart is one fourth of a gallon, an inch

is one twelfth of a foot, and 3 inches are one fourth of a foot, and many others are measuring examples and fraction concepts that should be part of fourth-grade instruction. All these can be demonstrated by actual measurement. A pint of sand or water can be poured twice into a quart bottle. A measure of two inches, three inches, four inches, etc., can be laid beside the foot ruler and moved along until one finds how many times it is measured into the ruler. The pupils can easily see by experience that 2 quarts is contained, or measured into the 4 quarts of a gallon two times, and that this make it half full, and therefore, if anything is contained 2 times, it is half, which is of course the reverse of partitioning, finding part of. If these ideas are worked out with simple numbers where they can be objectively observed, pupils will later have less difficulty with problems involving that kind of reasoning.

Applications in this grade should be used to reckon out that 30 minutes are half an hour, and 15 minutes a quarter of an hour. The same concept may be applied to understanding the *time* in music. A half note is half as long as a whole note, a quarter note is half as long as a half note, and four quarters as long as a whole note. An eighth note is half as long as a quarter and eight eighths as long as a whole note. A sixteenth note likewise is half as long as an eighth, and 16 sixteenths as long as a whole. Many other simple applications may be found. By the time pupils reach the fourth grade they have contacts with many types of life's experiences which the teacher can use to add meaning to every aspect of their arithmetic work, which will make it interesting and make them like it.

The Family Rosary

*Sister M. David, O.M.**

After reading the November issue of the Canadian publication, *The Time*, which gives a full 31-page account of the Family Rosary Crusade started by Rev. Patrick Peyton, I determined to launch my 51 third graders on a small, private crusade of their own. And it worked.

We started with a review lesson on the origin of the rosary and the efficacy of this devotion down through the ages, bringing in Lepanto, Lourdes, Our Lady of Fátima, and other examples. Then we decided to continue our October practice of saying a decade each day in school.

After a few days, we began to talk about the lost practice of the family rosary, and of Father Peyton's crusade. Third graders are wonderfully responsive and wholehearted. They marched home one Tuesday, bent upon gathering the family for the recitation of the rosary. Reports on Wednesday morning were

somewhat disappointing. About one fourth of the class had succeeded in prevailing upon *Mother* to say her beads aloud. We encouraged the unsuccessful, urged them to persevere, and came to the conclusion that it might take a little longer to get Dad, but it could be done.

Friday more than half the class had Mother and a sister or two. Monday a shining-eyed little Italian lad rushed breathlessly in with a triumphant, "I got him. I got my Father, too, last night." We congratulated him as he deserved, you may be sure.

The second week we began to talk about the Mysteries. Tuesday, after the religion lesson, we made a booklet entitled, "The Joyful Mysteries." It had a freehand drawing of a rosary on the cover, crude but unmistakable. Inside were written the Joyful Mysteries (a few illustrated reverently, but with doubtful artistic merit) having a few lines by way of explanation such as:

The Annunciation

The Angel Gabriel comes to our Lady.

He says, "Hail, full of grace. The Lord is with thee." Our Lady knows that she has been chosen to be the Mother of God. The booklet was taken home to be used during the evening rosary.

Each day new conquests were reported and enthusiasm grew. We learned the rosary hymn and sang it often. We decided it would be fun to keep count, so each little apostle wrote in the front page of his catechism the number of rosaries said at his house the night before. At the end of the week we counted more than 150 rosaries.

The following week we made the Sorrowful Mysteries and later the Glorious, on the same plan as the Joyful. We gathered a few holy cards for illustrations.

To make sure that the children knew the Mysteries I printed large flash cards with the names and let different pupils hold them in front of the class and "tell the story."

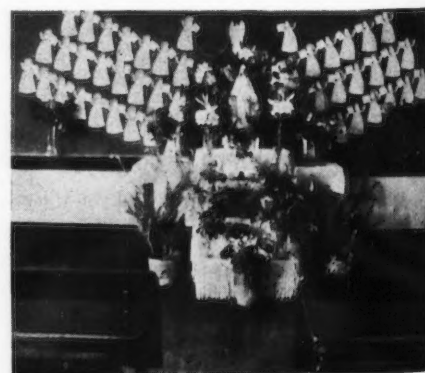
Before long we reached a total exceeding 200 and we are still climbing. Little by little these tots are helping to bring the rosary back to its proper place. It is a small beginning, but as religious teachers we can scarcely afford to neglect the sowing of even the tiniest spiritual seeds. The children are most certainly not lacking in zeal, but they do need encouragement.

Queen of the Rosary in the Classroom

*Sister Hermina, O.S.B.**

During the month of May we erected an altar to Mary in our first-grade classroom. An angel representing each child, made from white construction paper and tinted in pastels, was placed on either side of the statue. In each angel's hand was a card on which the child kept a record of the rosaries that he or she recited daily in the classroom. The family rosary, if said at home, was also recorded. It was surprising to note how many families gathered each evening in the homes to recite the rosary at the request of a child — proving again that, "A little child shall lead them."

*St. Edward's School, Little Rock, Ark.



May Altar in Sister Hermina's Classroom.

*St. Mary, Star of the Sea School, East Boston 28, Mass.

Survey of Audio-Visual Programs in Catholic Schools

In response to a request for information sent to 114 dioceses in the United States, 40 replied before March 31. The superintendents of schools from the following localities took time out from their busy days to state briefly what they were doing in the field of audio-visual materials.

Altoona, Pa.
Baltimore, Md.
Bismarck, N. Dak.
Burlington, Vt.
Camden, N. J.
Cincinnati, Ohio
Cleveland, Ohio
Columbus, Ohio
Denver, Colo.
Duluth, Minn.
Grand Island, Neb.
Great Falls, Mont.
Indianapolis, Ind.
Lincoln, Neb.
Madison, Wis.
Mobile, Ala.
Ogdensburg, N. Y.
Oklahoma City — Tulsa, Okla.
Owensboro — Louisville, Ky.
Paterson, N. J.
Peoria, Ill.
Pittsburgh, Pa.
Portland, Me.
Raleigh, N. C.

Rapid City, S. Dak.
Richmond, Va.
Rochester, N. Y.
Sacramento, Calif.
St. Cloud, Minn.
St. Louis, Mo.
San Antonio, Tex.
San Francisco, Calif.
Seattle, Wash.
Sioux City, Iowa
Steubenville, Ohio
Syracuse, N. Y.
Toledo, Ohio
Wilmington, Del.

The number of 16mm. projectors on a percentage basis is as follows:

1 diocese 100%
1 diocese 70%
1 diocese 62%
1 diocese 59%
1 diocese 58%
1 diocese 55%

1 diocese 47%
3 dioceses 46%
1 diocese 43%
2 dioceses 40%
1 diocese 35%
2 dioceses 30%
2 dioceses 27%
3 dioceses 25%
1 diocese 24%
1 diocese 21%
2 dioceses 13%
1 diocese 12%
1 diocese 05%
1 diocese 02%
1 diocese 005%
9 dioceses No data
The median is 35%.

The percentage of 2 x 2 slide projectors owned is as follows:

1 diocese 54%
1 diocese 51%
2 dioceses 30%
1 diocese 29%
2 dioceses 26%
1 diocese 23%
1 diocese 21%
1 diocese 18%
1 diocese 17%
1 diocese 16%
2 dioceses 15%
1 diocese 14%
1 diocese 09%
1 diocese 07%
1 diocese 05%
1 diocese 04%
2 dioceses 03%

17 dioceses No data

The median is 18%.

The percentage of opaque projectors owned is as follows:

1 diocese 19%
1 diocese 18%
1 diocese 10%
1 diocese 06%
1 diocese 05%
1 diocese 03%

The median is 10%.

Thus we see that these schools own machines of the three types surveyed as follows:

16mm. projectors 35%
2 x 2 projectors 18%
Opaque projectors 10%

There were four dioceses or 10% of those who responded which owned a film library. There were four, or 10%, that owned slide film libraries. There were five or 13% which had audio-visual materials supervision.

One diocese spent \$1,000 each year for films; another \$600; two \$500; one \$150; per school. One diocese appropriated \$600 per year for slide films.

It is hoped that another survey next year will bring a greater number of responses so that each diocese will be able to know what the average picture for the United States shows. This will be useful in planning audio-visual education programs.

Films for Catholic Schools

The list of titles below is an attempt to provide our readers with a compact group of films to be used in our schools. While this is not an all-inclusive list, it should prove most useful for ready reference by teachers.

The topics are arranged alphabetically and each listing shows the name of the film, projection time, silent or sound, producer, costs for sale or rental, and color or black and white.

The symbols used to indicate the names of the film producers or distributors are the same as those used in the *Educational Film Guide* published by H. W. Wilson Company, 950 University Ave., New York 52, N. Y.

LIST OF SOURCES

Acad — Academic Film Co., Inc., 113 W. 42nd St., New York, N. Y.
Academy — Academy Films, 1448 W. 61st St., Los Angeles 44, Calif.
Aetna — Aetna Affiliated Life Companies, Motion Pictures Bureau, 151 Farmington Ave., Hartford 15, Conn.
Allis — Allis-Chalmers Mfg. Co., Advertising and Public Relations Dept., Milwaukee 1, Wis.
Am Can — American Can Company, 230 Park Ave., New York 17, N. Y.
Am Legion — American Legion National Headquarters, Indianapolis 6, Ind.
AMNH — American Museum of Natural History, 79th St. and Central Park West, New York, N. Y.
Bailey — Bailey Film Service, 2044 N. Berendo St., Hollywood 27, Calif.

Barr — Arthur Barr Productions, 6211 Arroyo Glen, Los Angeles 42, Calif.

BFS — See Bailey.

BIS — British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.

Bray — Bray Studios, Inc., 729 Seventh Ave., New York 19, N. Y.

Cal — University of California, Dept. of Visual Instruction, Extension Division, Berkeley 4, Calif.

CanFB — National Film Board of Canada, 620 Fifth Ave., New York 20, N. Y.

Castle — Castle Films (Divisions of United World Films, Inc.), 30 Rockefeller Center, New York 20, N. Y.

Cathedral — See CathF.

CathF — Cathedral Films, 6404 Sunset Blvd., Hollywood, Calif.

Co-op — National Cooperatives, Inc., 167 W. 12th St., New York, N. Y.

Coronet — Coronet Instructional Films, 65 E. South Water St., Chicago 1, Ill.

Dairy Council of St. Louis, 4030 Chauteau Ave., St. Louis, Mo.

DeV — See DeVry.

DeVry — DeVry Films and Laboratories, 1111 Armitage Ave., Chicago 14, Ill.

Douglas fir plywood assn — Douglas Fir Plywood Association, 301 Tacoma Bldg., Tacoma 2, Wash.

Dudley — Carl W. Dudley Productions, 9724 Santa Monica Blvd., Beverly Hills, Calif.

duPont rayon div — E. I. du Pont de Nemours & Co., 19th and Market Sts., Wilmington 98, Del.

EBF — Encyclopaedia Britannica Films, Inc., 20 N. Wacker Drive, Chicago 6, Ill.

EPS — Edited Pictures System, Inc., 165 W. 46th St., New York 19, N. Y.

Filmfax — 995A First Ave., New York 22, N. Y. St., New York 19, N. Y.

FON — Films of the Nations, Inc., 55 W. 45th St., New York 19, N. Y.

Frith — Frith Films, P. O. Box 565, Hollywood 28, Calif.

GE — General Electric Company, Publicity Department, 1 River Rd., Schenectady 5, N. Y.

GM — General Motors Corp., 3044 W. Grand Blvd., Detroit 2, Mich.

Good Housekeeping — Good Housekeeping, 959 Eighth Ave., New York City (Attention Donald L. Curtiss).

Int geographic — International Geographic Pictures, 1776 Broadway, New York, N. Y.

IntFF — International Film Foundation, Inc., 1600 Broadway, New York 19, N. Y.

ITTCO — International Theatrical & Television Corporation, 25 W. 45th St., New York 19, N. Y.

Knowledge bldrs — Knowledge Builders, 625 Madison Ave., New York 22, N. Y.

Look — Look Magazine, 511 Fifth Ave., New York, N. Y.

Loyola — Loyola Films, 80th and Loyola Blvd., Los Angeles 45, Calif.

Mahnke — Carl F. Mahnke Productions, 2708 Beaver Ave., Des Moines 10, Iowa.

March of time — See MT.

MT — March of Time Forum Edition, 369 Lexington Ave., New York 17, N. Y.

Nat dairy — National Dairy Council, 111 N. Canal St., Chicago 6, Ill.

Nat motion picture — National Motion Picture Co., W. Main St., Mooresville, Ind.

Nat TB — National Tuberculosis Association, 1790 Broadway, New York 19, N. Y.

Nu-Art — Nu-Art Films, Inc., 145 W. 45th St., New York 19, N. Y.

NYcen—New York Central System, Motion Picture Bureau, Public Relations Dept., 466 Lexington Ave., New York 17, N. Y.

PicF—Pictorial Films, Inc., 1270 Ave. of the Americas, New York 20, N. Y.

Pictorial—See PicF.

Popular Science Publishing Co., 353 Fourth Ave., New York 10, N. Y.

Simmel—Simmel-Meservey, 321 S. Beverly Dr., Beverly Hills, Calif.

TeachF—Teaching Films, Inc., 2 West 20th St., New York 11, N. Y.

TCF—Teaching Film Custodians, Inc., 25 W. 43rd St., New York 18, N. Y.

Trans—Transfilm, Inc., 35 W. 45th St., New York 19, N. Y.

United specialists—United Specialists, Inc., Quaker Hill, Pawling, N. Y.

Queens—The Queen's Work, 3115 S. Grand Blvd., St. Louis 18, Mo.

US mines—United States Bureau of Mines Experiment Station, 4800 Forbes St., Pittsburgh 13, Pa.

US Secret Service, Treasury Bldg., Room 1434, Washington 25, D. C.

USBM—See US Mines.

UWF—United World Films, Inc., RCA Bldg., 30 Rockefeller Center, New York 20, N. Y.

Ven—C. L. Venard, 702 S. Adams St., Peoria 2, Ill.

Westinghouse—Westinghouse Electric Corp., 306 Fourth Ave., P. O. Box 1017, Pittsburgh 30, Pa.

Yale—Yale University Film Service, 386 Fourth Ave., New York 16, N. Y.

YMCA Association Films (YMCA Motion Picture Bur.), 347 Madison Ave., New York 17, N. Y.

YAF—Young America Films, Inc., 18 E. 41st St., New York 17, N. Y.

PRIMARY GRADES

Basic Skills

We Go to School. What to expect from school and what the school expects from the children just starting to school. 16mm. Sound. 10 min. *Coronet*. B. & W. \$45; Color \$90.

Biology

Animal Friends. These film strips can be used in connection with the motion films covering the same subjects. These are: the Horse, the Gray Squirrel, Three Little Kittens, Shep the Farm Dog, Black Bear Twins, Elephants, Goats, Common Animals of the Woods. 35mm. Film strips. Eight in Series. *E.B.F.* Single strip \$3. Complete Series \$21.50.

Birds of the Dooryard. The lives and nesting places of the sparrow, robin, bronzed grackle, house wren, yellow warbler, and purple martin. 16mm. Sound. 11 min. *Coronet*. Color \$90.

The Growth of Flowers. Time-lapse photography shows the growth of the rose, orchid, daffodils, jack-in-the-pulpit, and iris. 16mm. Sound. 11 min. *Coronet*. Color \$90.

General Science

Black Bear Twins. Cubs searching for food, frolicking in the forest, raiding a wild beehive, and invading a camp. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Animals of the Zoo. A variety of animals, lion, tiger, Tasmanian wolf-dog, eland, giraffe, bison, elephant, hippopotamus, rhinoceros, monkey, lemur, sea lion, brown bear, black bear, and polar bear. 16mm. Sound. *E.B.F.* 11 min. B. & W. \$45.

Airplane Trip. Airport servicing operations, view of cities, farms, rivers, mountains, and clouds from the plane. The pilot's compartment. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Adventures of Bunny Rabbit. The life of a family of rabbits and the experiences of Young Bunny. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Bread. Complete story of bread. Wheat, flour, mixing of dough, baking, slicing, and wrapping for delivery. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Eggs. The story of egg production on a large,

commercial egg farm, illustrating the efficiency of modern, up-to-date methods. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Live Teddy Bears (The Koala). The life and habits of the Koala. A charming film for young children. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Animal Friends (see Biology).

Robin Redbreast. The characteristics and habits of a robin family. The young robins from the time of hatching until they are able to leave the nest and care for themselves. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Passenger Train. A journey on a modern, streamlined, Diesel-electric passenger train from a large city through picturesque countryside. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Geography

Children of Holland. Dutch modes of dress, food, and chores. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Eskimo Children. Eskimo life on an island off the Alaskan coast. How Eskimos solve their basic problems of food, shelter, and clothing. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Health

I Never Catch Cold. The troublesome problem of the common cold. Prevention and care of colds. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Bread (see General Science).

Eggs (see General Science).

Tommy's Day. Some of the simple and important health habits of primary grade children. 16mm. Sound. 15 min. *Y.A.F.* B. & W. \$57.

Home Economics

Bread (see General Science).

Eggs (see General Science).

Language Arts

Airplane Trip (see General Science).

Adventures of Bunny Rabbit (see General Science).

Children of Holland (see Geography).

Bread (see General Science).

Black Bear Twins (see General Science).

Eggs (see General Science).

Eskimo Children (see Geography).

Live Teddy Bears (The Koala) (see General Science).

Animal Friends (see Biology).

Robin Redbreast (see General Science).

Passenger Train (see General Science).

Primary Grade Stories. Four sets of six strips each such as: Hansel and Gretel; the Little Red Hen; Little Black Sambo; the Lion and the Mouse; the Cat Who Lost His tail; Rumpelstiltskin. 35mm. Slide films. Four sets of six films. *Y.A.F.* \$30 per set of six strips. Single film \$6.

Tommy's Day (see Health).

We Discover the Dictionary. The dictionary as an invaluable guide to the world of words. How to use the dictionary to answer questions about the meaning, spelling, and pronunciation of words. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Animals of the Zoo (see General Science).

Mathematics

Using Numbers. The use and understanding of number concepts. Sixteen-teaching units such as "counting to 5"; "Reading Numbers to 10"; "Working with Numbers to 100." 35mm. Slide films. 16 in Series. *E.B.F.* Single strip \$3. Complete Series \$43.20.

Part of Things. An introduction to the concept of fractions. The meanings of $\frac{1}{2}$ and $\frac{1}{4}$ of single things. 16mm. Sound. 10 min. *Y.A.F.* B. & W. \$38.50.

Let's Count. The transition from the haphazard counting to the orderly processes of arithmetic. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Religion

The Seven Sacraments. The sacraments and

the child's life. The seven means to God's grace. 35mm. Film strip. 35 Frames. *C.V.E.* Color \$5.

Safety

Playground Safety. (1) Be sure to play in a safe place. (2) Keep out of the way of other players. (3) Learn how to play skillfully. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Social Studies

Airplane Trip (see General Science).

Children of Holland (see Geography).

Bread (see General Science).

Black Bear Twins (see General Science).

Eggs (see General Science).

Eskimo Children (see Geography).

Live Teddy Bears (The Koala) (see General Science).

Animal Friends (see Biology).

Passenger Train (see General Science).

Tommy's Day (see Health).

The Dairy Farm. The farmer at work cultivating, harvesting, and storing the feed crops. The dairymen feeding the cows, milking, and preparing the milk for market. 16mm. Sound. 20 min. *Coronet*. B. & W. \$67.50. Color \$90.

The Navajo Indian. The carding, dyeing, and the weaving of rugs. At the trading post. Working the fields. Produce silverwork. 16mm. Sound. 11 min. *Coronet*. Color \$90.

INTERMEDIATE GRADES

Basic Skills

Making the Most of School. Telling the students of the riches which school offers them beyond their day-to-day assignments. 16mm. Sound. 10 min. *Coronet*. B. & W. \$45. Color \$90.

Biology

Fundamentals of Diet. The basic types of foods needed in daily diet. Man's sources of food. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Mosquito. The life of the mosquito. Egg laying, egg hatching, the molting process, the pupa stage, and the emergence of the adult mosquito. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Animal Friends. These film strips can be used in connection with the motion films covering the same subjects. These are: the Horse, the Gray Squirrel, Three Little Kittens, Shep the Farm Dog, Black Bear Twins, Elephants, Goats, Common Animals of the Woods. 35mm. Film strips. Eight in Series. *E.B.F.* Single strip \$3. Complete Series \$21.50.

Birds of the Dooryard. The lives and nesting places of the sparrow, robin, bronzed grackle, house wren, yellow warbler, and purple martin. 16mm. Sound. 11 min. *Coronet*. Color \$90.

The Growth of Flowers. Time-lapse photography shows the growth of the rose, orchid, daffodils, jack-in-the-pulpit, and iris. 16mm. Sound. 11 min. *Coronet*. Color \$90.

Commercial Subjects

What is Money? The evolution of our monetary systems from the days of primitive barter. The use of checks. Money as a standard of value, standard for future payments, storehouse of value, and convenient medium of exchange for goods and services. 16mm. Sound. 10 min. *Coronet*. B. & W. \$45. Color \$90.

Economics

Northeastern States. The industrial and economic activities of the Northeastern States. The region's physical character and the origin and distribution of its people. The mineral and agricultural resources. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Regional Geography—The United States. A series of six film strips on the Northeastern States; the Southeastern States; the Southwestern States; the Middle States; the Northwestern States; the Far Western States. 35mm. Film strips. Six in Series. *E.B.F.* Single strip \$3. Complete Series \$16.20.

General Science

Animals of the Zoo. A variety of animals. Lion, tiger, Tasmanian wolf-dog, eland, giraffe,

bison, elephant, hippopotamus, rhinoceros, monkey, lemur, sea lion, brown bear, black bear, and polar bear. 16mm. Sound. *E.B.F.* 11 min. B. & W. \$45.

Bread. Complete story of bread. Wheat, flour, mixing of dough, baking, slicing, and wrapping for delivery. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Black Bear Twins. Cubs searching for food, frolicking in the forest, raiding a wild beehive, and invading a camp. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Eggs. The story of egg production on a large, commercial egg farm, illustrating the efficiency of modern, up-to-date methods. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Fire. The domestic uses of fires. The principles of combustion, the nature of fire hazards, and the principles of extinguishing fire. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Live Teddy Bears (The Koala). The life and habits of the Koala. A charming film for young children. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Fundamentals of Diet (see Biology).

Mosquito (see Biology).

Animal Friends (see Biology).

Robin Redbreast. The characteristics and habits of a robin family. The young robins from the time of hatching until they are able to leave the nest and care for themselves. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Passenger Train. A journey on a modern, streamlined, Diesel-electric passenger train from a large city through picturesque countryside. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Our Earth. The principal physical aspects of the earth and the characteristic activities carried on in various regions. 16mm. Sound 11 min. *E.B.F.* B. & W. \$45.

The Flow of Electricity. The factors which affect the flow of electricity through a simple electrical circuit. 16mm. Sound. 10 min. *Y.A.F.* B. & W. \$38.50.

Our Common Fuels. How man takes basic fuels from nature and then manufactures other fuels from these. Calorific value, cost, convenience, and cleanliness. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

What is Science. An introduction to the study of science. The scientific method, observation, hypothesis, theory, and conclusion. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

Geography

Children of Holland. Dutch modes of dress, food, and chores. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Eskimo Children. Eskimo life on an island off

the Alaskan Coast. How Eskimos solve their basic problems of food, shelter, and clothing. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Northeastern States (see Economics).

Regional Geography—The United States (see Economics).

Our Earth (see General Science).

Maps are Fun. Fundamental problems of map making. How to make and read maps. 16mm. Sound. 10 min. *Coronet.* B. & W. \$45. Color \$90.

The Earth and Its Peoples. A series of geography studies produced by Louis De Rouchemont. The film talks about people, not simply names on maps. 16mm. Sound. 23 min. *A.W.F.* B. & W. \$100.

Modern Mexico. The principal cities. Architectural achievements, people, and business. Transportation, housing, education, harbors, and exports. 16mm. Sound. 11 min. *S.M.B.* B. & W. \$49. Color \$85.

Industries in Mexico. Modern Mexico. Agricultural processes. Animals of the grazing lands. Mining. Industries. Handicrafts. 16mm. Sound. 11 min. *S.M.B.* B. & W. \$49. Color \$85.

Health

I Never Catch Cold. The troublesome problem of the common cold. Prevention and care of colds. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

Bread (see General Science).

Eggs (see General Science).

Fundamentals of Diet (see Biology).

Mosquito (see Biology).

Home Economics

Bread (see General Science).

Eggs (see General Science).

Fire (see General Science).

Fundamentals of Diet (see Biology).

Language Arts

Animals of the Zoo (see General Science).

Children of Holland (see Geography).

Bread (see General Science).

Black Bear Twins (see General Science).

Eggs (see General Science).

Eskimo Children (see Geography).

Live Teddy Bears (The Koala) (see General Science).

Animal Friends (see Biology).

Story of Christopher Columbus. Life of Columbus. Organization of expedition. The landing at San Salvador in 1492. 16mm. Sound. 22 min. *E.B.F.* B. & W. \$76.50. Color \$162.

Robin Redbreast (see General Science).

Passenger Train (see General Science).

We Discover the Dictionary. The dictionary as

an invaluable guide to the world of words. How to use the dictionary to answer questions about the meaning, spelling, and pronunciation of words. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

The Earth and Its Peoples (see Geography).

Mathematics

Meaning of Long Division. Shows that long division takes the place of a tedious succession of simple subtractions. Animated diagrams show how the operation is shortened and simplified by grouping the subtraction. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Using Numbers. The use and understanding of number concepts. Sixteen teaching units such as "Counting to 5"; "Reading Numbers to 10"; "Working with Numbers to 100." 35mm. Slide films. 16 in Series. *E.B.F.* Single strip \$3. Complete Series. \$43.20.

Part of Things. An introduction to the concept of fractions. The meanings of $\frac{1}{2}$ and $\frac{1}{3}$ of single things. 16mm. Sound. 10 min. *Y.A.F.* B. & W. \$38.50.

The Meaning of Percentage. The meaning of percentage to hundredths both as fractions and as decimals. Graphic representation. The meaning of 10%, 25%, 50%, 75%, and 100%. 16mm. Sound. 10 min. *Y.A.F.* B. & W. \$38.50.

The Language of Graphs. The use of graphs in illustrating stories in a school paper. Bar, line, circle, and equation graphs. 16mm. Sound. 15 min. *Coronet.* B. & W. \$45. Color \$90.

We Discover Fractions. Practical illustrations of fractions from everyday life. Numerator and denominator. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

Physical Education

Basketball Fundamentals. Shooting, passing, dribbling, defensive and offensive footwork. 16mm. Sound. 14 min. *Coronet.* B. & W. \$56.25.

Volleyball for Boys. How to serve, volley, and spike the ball. Methods of offensive and defensive play. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45.

Swimming Techniques for Girls. The crawl, backstroke, breast stroke, and flying fish stroke. Arm motion, kicking action, breathing, and body streamlining. 16mm. Sound. 10 min. *Coronet.* B. & W. \$45. Color \$90.

Physics

Introduction to Electricity. Static and current electricity. Electrons and the magnetic lines of force. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

Religion

Hail Mary—Rosary Meditations. Four 12-in. records synchronized with *69 frames on 35mm. *C.V.E.* Color \$15 with records.

A Walk Through Vatacin City. Original photographs of the Holy City. 35mm. Film strips. 54 frames. *Budek.* B. & W. \$3.

The Seven Sacraments. The sacraments and the child's life. The seven means to God's grace. 35mm. Film strip. 35 frames. *C.V.E.* Color \$5.

The Stations of the Cross. The story of each station with a graphic application and short prayer. 35mm. Film strip. 32 frames. *C.V.E.* Color \$5.

The House I Live In. Frank Sinatra in a plea for racial and religious tolerance. 16mm. Sound. 10 min. *Y.A.F.* B. & W. \$27.50.

Loyola Films. A series of films illustrating several Bible stories. 16mm. Sound. 20 min. *L.F.* B. & W. Lease only.

The Perfect Sacrifice. A description of low Mass with the commentator giving the various prayers. 16mm. Sound. *Queens.* 24 min. Color \$150.

The Vatican of Pius XII. Scenes of the Pope and Vatican City. 16mm. Sound. 22 min. *M.T.* B. & W. \$60.

Safety

Playground Safety. (1) Be sure to play in a safe place. (2) Keep out of the way of other



Exhibit for Catholic Book Week, 1948, at St. Cecilia Academy, Algona, Iowa. Sisters of the Presentation are in charge of the school.

players. (3) Learn how to play skillfully. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Social Studies

Children of Holland (see Geography).
Bread (see General Science).
Black Bear Twins (see General Science).
Eggs (see General Science).
Eskimo Children (see Geography).
Fire (see General Science).
Live Teddy Bears (The Koala) (see General Science).

Northeastern States (see Economics).
Regional Geography—The United States (see Economics).

Animal Friends (see Biology).
Story of Christopher Columbus (see Language Arts).

Passenger Train (see General Science).
Our Earth (see General Science).
The House I Live In (see Religion).

A Day With English Children. Breakfast, school classes, cricket, and coming home to study. While these children's customs differ, they really have a great deal in common with us. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

The Navajo Indian. The carding, dyeing, and the weaving of rugs. At the trading post. Working the fields. Producing silverwork. 16mm. Sound. 11 min. *Coronet*. Color \$90.

The Dairy Farm. The farmer at work cultivating, harvesting, and storing the feed crops. The dairymen feeding the cows, milking and preparing the milk for market. 16mm. Sound. 20 min. *Coronet*. B. & W. \$67.50. Color \$90.

Forests and Conservation. The government and progressive lumber companies joining forces to save trees through a program of selective logging, reforestation, and fire prevention. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Powers of Congress. A chaotic world in which Congress has been suspended. The resulting confusion makes the student realize that we must be careful in the selection of our representatives. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Parliamentary Procedures in Action. The proper procedures for running a school club, making motions, seconding and amending them, calling for a division of the house, rising to a point of order, tabling a motion. 16mm. Sound. 18 min. *Coronet*. B. & W. \$56.25.

The Earth and Its Peoples (see Geography).

Modern Mexico (see Geography).

Industries in Mexico (see Geography).

UPPER GRADES

Art

Drawing With Pencil. The film emphasizes the following important points: general design; thumbnail sketching; preparation of the pencil point; drawing sharp lines; making broad masses; and achieving textures of wood, brick, shingles, stone, and foliage. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Basic Skills

Maps Are Fun. Fundamental problems of map making. How to make and read maps. 16mm. Sound. 10 min. *Coronet*. B. & W. \$45. Color \$90.

Biology

Fundamentals of Diet. The basic types of foods needed in daily diet. Man's sources of food. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Mosquito. The life of the mosquito. Egg laying, egg hatching, the molting process, the pupa stage, and the emergence of the adult mosquito. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Animal Friends. These film strips can be used in connection with the motion films covering the same subjects. These are: the Horse, the Gray Squirrel, Three Little Kittens, Shep the Farm Dog, Black Bear Twins, Elephants, Goats, Common Animals of the Woods. 35mm. Film strips. Eight in Series. *E.B.F.* Single strip \$3. Complete Series \$21.50.

Animal Life. Classifies animals from the lowest invertebrates to the highest vertebrate, and

describes their common functions. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

The Growth of Flowers. Time-lapse photography shows the growth of the rose, orchid, daffodil, jack-in-the-pulpit, and iris. 16mm. Sound. 11 min. *Coronet*. Color \$90.

Birds of the Dooryard. The lives and nesting places of the sparrow, robin, bronzed grackle, house wren, yellow warbler, and purple marten. 16mm. Sound. 11 min. *Coronet*. Color \$90.

Chemistry

Principles of Cooking. The fundamental principles involved in various methods of cooking meats and vegetables. Boiling, frying, broiling, braising, roasting, steaming, and pressure cooking. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Chemistry and a Changing World. The role of chemistry in developing new products. The skill of the chemical engineer in planning, constructing, and operating a production plant. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Commercial Subjects

What Is Money? The evolution of our monetary systems from the days of primitive barter. The use of checks. Money as a standard of value, standard for future payment, storehouse of value, and convenient medium of exchange for goods and services. 16mm. Sound. 10 min. *Coronet*. B. & W. \$45. Color \$90.

Economics

Northeastern States. The industrial and economic activities of the Northeastern States. The region's physical character and the origin and distribution of its people. The mineral and agricultural resources. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Regional Geography—The United States. A series of six film strips on the Northeastern States; the Southeastern States; the Southwestern States; the Middle States; the Northwestern States; the Far Western States. 35mm. Film strips. Six in series. *E.B.F.* Single strip, \$3. Complete Series \$16.20.

General Science

Development of Communication. Traces the development of modern methods of communication, including the telegraph, telephone, and radio. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Airplane Trip. Airport servicing operations, view of cities, farms, rivers, mountains, and clouds from the plane. The pilot's compartment. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Mosquito. The life of the mosquito. Egg laying, egg hatching, the molting process, the pupa stage, and the emergence of the adult mosquito. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Animal Friends (see Biology).

Fire. The domestic uses of fire. The principles of combustion, the nature of fire hazards, and

the principles of extinguishing fire. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Eggs. The story of egg production on a large, commercial egg farm, illustrating the efficiency of modern, up-to-date methods. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Principles of Cooking (see Chemistry).

The Flow of Electricity. The factors which affect the flow of electricity through a simple electrical circuit. 16mm. Sound. 10 min. *Y.A.F.* B. & W. \$38.50.

Animal Life (see Biology).

Chemistry and a Changing World (see Chemistry).

Our Common Fuels. How man takes basic fuels from nature and then manufactures other fuels from these. Calorific value, cost, convenience, and cleanliness. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Our Earth. The principal physical aspects of the earth and the characteristic activities carried on in various regions. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Fundamentals of Diet (see Biology).

Bread. Complete story of bread. Wheat, flour, mixing of dough, baking, slicing, and wrapping for delivery. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

What Is Science? An introduction to the study of science. The scientific method, observation, hypothesis, theory, and conclusion. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Limestone Caverns. The physical and chemical action of water and atmosphere on strata and deposits is shown in process. The formation of stalagmites, stalactites, spattercones, helictites, and oolites. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Geography

Our Earth (see General Science).

We of the West Riding. The people of Yorkshire, England, at work and at play. 16mm. Sound. 22 min. *B.I.S.* B. & W. \$44.

Regional Geography—The United States (see Economics).

Eskimo Children. Eskimo life on an island off the Alaskan Coast. How Eskimos solve their basic problems of food, shelter, and clothing. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Development of Communication (see General Science).

The Earth and Its Peoples. A series of geography studies produced by Louis De Rouchemont. The film talks about people, not simply names on maps. 16mm. Sound. 23 min. *A.W.F.* B. & W. \$100.

Northeastern States (see Economics).

Industries in Mexico. Modern Mexico. Agricultural processes. Animals of the grazing lands. Mining. Industries. Handicrafts. 16mm. Sound. 11 min. *S.M.B.* B. & W. \$49. Color \$85.

Modern Mexico. The principal cities. Archi-



Exhibit for Catholic Press Month, 1949, at St. Bernard's High School, Fitchburg, Mass.

technical achievements, people, and business. Transportation, housing, education, harbors, and exports. 16mm. Sound. 11 min. S.M.B. B. & W. \$49. Color \$85.

Health

Bread (see General Science).
Fundamentals of Diet (see Biology).
Mosquito (see Biology).
I Never Catch Cold. The troublesome problem of the common cold. Prevention and care of colds. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.
Eggs (see General Science).

Home Economics

Bread (see General Science).
What Is Cloth? The practical facts about fibers, yarns, and weaves. Firmness of weave, durability, luster, heat conductivity, cleanliness, and washability. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.
Fire (see General Science).
Fundamentals of Diet (see Biology).
Principles of Cooking (see Chemistry).
Sewing Fundamentals. Explains the fundamentals of sewing and the basic sewing tools. 16mm. Sound. 10 min. Y.A.F. B. & W. \$38.50.
Eggs (see General Science).

Language Arts

Eskimo Children (see Geography).
We Discover the Dictionary. The dictionary as an invaluable guide to the world of words. How to use the dictionary to answer questions about the meaning, spelling, and pronunciation of words. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.
Airplane Trip (see General Science).
Animal Friends (see Biology).
Eggs (see General Science).
How Do You Do? The acceptable forms of social introductions. The film analyzes each situation and offers suggestions and criticisms. 16mm. Sound. 15 min. Y.A.F. B. & W. \$45.
Story of Christopher Columbus. Life of Columbus. Organization of expedition. The landing at San Salvador in 1492. 16mm. Sound. 22 min. E.B.F. B. & W. \$76.50. Color \$162.
Bread (see General Science).
The Earth and Its People (see Geography).

Mathematics

Meaning of Long Division. Shows that long division takes the place of a tedious succession of simple subtractions. Animated diagrams show how the operation is shortened and simplified by grouping the subtraction. 16mm. Sound. 11 min. E.B.F. B. & W. \$45.
Using Numbers. The use and understanding of number concepts. Sixteen teaching units such as "Counting to 5"; "Reading Numbers to 10"; "Working With Numbers to 100." 35mm. Slide films. 16 in Series. E.B.F. Single strip \$3. Complete Series \$43.20.
The Meaning of Percentage. The meaning of percentage to hundredths both as fractions and as decimals. Graphic representation. The meaning of 10%, 25%, 50%, 75%, and 100%. 16mm. Sound. 10 min. Y.A.F. B. & W. \$38.50.
We Discover Fractions. Practical illustrations of fractions from everyday life. Numerator and denominator. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.
The Language of Graphs. The use of graphs in illustrating stories in a school paper. Bar, line, circle, and equation graphs. 16mm. Sound. 15 min. Coronet. B. & W. \$45. Color \$90.

Physical Education

Batting Fundamentals. Selecting the right bat, using the correct grip, taking a proper stance, keeping his eye on the ball, using a level swing into the ball, and finishing with a complete follow through. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.
Catching Fundamentals. How to crouch and signal, how to throw the ball, how to catch the

pitch, field fouls and back of first base. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Basketball Fundamentals. Shooting, passing, dribbling, defensive and offensive footwork. 16mm. Sound. 14 min. Coronet. B. & W. \$56.25.

Volleyball for Boys. How to serve, volley, and spike the ball. Methods of offensive and defensive play. 16mm. Sound. 11 min. Coronet. B. & W. \$45.

Swimming Techniques for Girls. The crawl, backstroke, breast stroke, and flying fish stroke. Arm motion, kicking action, breathing, and body streamlining. 16mm. Sound. 10 min. Coronet. B. & W. \$45. Color \$90.

Soccer for Girls. The various traps, dribbles, and passes. 16mm. Sound. 10 min. Coronet. B. & W. \$45. Color \$90.

Speedball for Girls. Players' position on the field, rules of the game, and techniques of developing team co-operation and individual skills, including kicking, volleying, juggling, passing, and receiving. 16mm. Sound. 10 min. Coronet. B. & W. \$45. Color \$90.

Softball for Girls. Fundamental softball skills of throwing, catching, batting, and fielding. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Physics

Development of Communication (see General Science).

Introduction to Electricity. Static and current electricity. Electrons and the magnetic lines of force. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

The Nature of Color. Newton's explanation of the rainbow, the principles of color, reflection and absorption, the mixing of colors by addition and by subtraction, and the application of color principles to painting, printing, and photography. 16mm. Sound. 11 min. Coronet. Color \$90.

Matter and Energy. Matter and energy in the universe. Matter in its different forms, physical and chemical change, the laws of conservation of matter and energy. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Religion

The Vatican of Pius XII. Scenes of the Pope and Vatican City. 16mm. Sound. 22 min. M.T. B. & W. \$60.

The House I Live In. Frank Sinatra in a plea for racial and religious tolerance. 16mm. Sound. 10 min. Y.A.F. B. & W. \$27.50.

The Story of Fatima. A visual and audio story of Fatima. 35mm. Film strips. 97 frames. C.V.E. Color \$15. With three records of narration \$20.

A Walk Through Vatican City. Original photographs of the Holy City. 35mm. Film strips. 54 frames. Budek. B. & W. \$3.

Hail Mary—Rosary Meditations. Four 12-in. records synchronized with 60 frames on 35mm. C.V.E. Color \$15 with records.

The Holy Sacrifice of the Mass. The actions of the Mass with pictures of the Old and New Testaments. 35mm. Film strips. 118 frames. C.V.E. Color \$15.

The Seven Sacraments. The sacraments and the child's life. The seven means to God's grace. 35mm. Film strip. 35 frames. C.V.E. Color \$5.

The Stations of the Cross. The story of each station with a graphic application and short prayer. 35mm. Film strip. 32 frames. C.V.E. Color \$5.

Habemus Papam. A film strip concerning the conclave and the celebration of the coronation of Pope Pius XII. 35mm. Film strip. 64 frames. Budek. B. & W. \$3.

The Perfect Sacrifice. A description of low Mass with the commentator giving the various prayers. 16mm. Sound. Queens. 24 min. Color \$150.

Loyola Films. A series of films illustrating several Bible stories. 16mm. Sound. 20 min. L.F. B. & W. Lease only.

Safety

Playground Safety. (1) Be sure to play in a safe place. (2) Keep out of the way of other

players. (3) Learn how to play skillfully. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Social Studies

Eggs (see General Science).
Industries in Mexico (see Geography).
Modern Mexico (see Geography).

Parliamentary Procedures in Action. The proper procedures for running a school club, making motions, seconding and amending them, calling for a division of the house, rising to a point of order, tabling a motion. 16mm. Sound. 18 min. Coronet. B. & W. \$56.25.

How We Elect Our Representatives. Registration, the primary election, the campaign, the voting, and the counting of ballots. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Powers of Congress. A chaotic world in which Congress has been suspended. The resulting confusion makes the student realize that we must be careful in the selection of our representatives. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Forests and Conservation. The government and progressive lumber companies joining forces to save trees through a program of selective logging, reforestation, and fire prevention. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

The Dairy Farm. The farmer at work cultivating, harvesting, and storing the feed crops. The dairymen feeding the cows, milking, and preparing the milk for market. 16mm. Sound. 20 min. Coronet. B. & W. \$67.50. Color \$90.

The Navajo Indian. The carding, dyeing, and the weaving of rugs. At the trading post. Working the fields. Producing silverwork. 16mm. Sound. 11 min. Coronet. Color \$90.

A Day With English Children. Breakfast, school classes, cricket, and coming home to study. While these children's customs differ, they really have a great deal in common with us. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Eskimo Children (see Geography).

The Earth and Its Peoples (see Geography).

Democracy. True democracy is characterized by at least two signs: Shared Respect and Shared Power. There are two conditions favoring its development: Economic Balance and Enlightenment. 16mm. Sound. 11 min. E.B.F. B. & W. \$45.

Development of Communication (see General Science).

Bread (see General Science).

Chemistry and a Changing World (see Chemistry).

Colonial Expansion. Expansion in North America from 1492 to the Revolutionary War. The struggle for dominance by the English, French, and Spanish. 16mm. Sound. 10 min. E.B.F. B. & W. \$45.

Airplane Trip (see General Science).

The House I Live In (see Religion).

How Do You Do? (see Language Arts).

Meet Your Federal Government. The three main divisions: legislative, executive, and judicial. 16mm. Sound. 15 min. Y.A.F. B. & W. \$45.

Federal Government Series. Five slide films on: Our Congress; Department of Interior; Department of Agriculture; Post Office Department. 35mm. Slide films. Five in Series. Y.A.F. Single strip \$3. Complete Series \$12.50.

Down to the Sea. Scenes of ships in stormy seas. The work of designers, engineers, and craftsmen in ship building. The launching of ships. 16mm. Sound. 23 min. B.I.S. B. & W. \$56.25.

We of the West Riding (see Geography).

Our Earth (see General Science).

Story of Christopher Columbus (see Language Arts).

Animal Friends (see Biology).

Regional Geography—The United States (see Economics).

Northeastern States (see Geography).

Fire (see General Science).

JUNIOR HIGH SCHOOL

Art

Drawing With Pencil. The film emphasizes the following important points: general design; thumbnail sketching, preparation of the pencil



Junior Red Cross Made These Children Happy. Orphans at St. Anthony's Institute in Manila, P. I., opening gift boxes from the U. S. Junior Red Cross. The boxes contained health and educational supplies and small toys such as rubber balls and harmonicas. The orphanage is conducted by Franciscan Missionaries of Mary. (Photo from American Red Cross.)

point; drawing sharp lines; making broad masses; and achieving textures of wood, brick, shingles, stone, and foliage. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Basic Skills

Building an Outline. The mechanics of outlining. 16mm. Sound. 10 min. *Coronet.* B. & W. \$45. Color \$90.

Know Your Library. How to use the card catalog; find books as classified by the Dewey Decimal System, and use of encyclopedias as well as the *Reader's Guide to Periodical Literature*. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

How to Study. The student gets more done in less time by organizing his work and budgeting his time. He should read with a purpose and know how to locate reference material quickly. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

Making the Most of School. Telling the students of the infinite riches which school offers them beyond their day-to-day assignments. 16mm. Sound. 10 min. *Coronet.* B. & W. \$45. Color \$90.

Maps Are Fun. Fundamental problems of map making. How to make and read maps. 16mm. Sound. 10 min. *Coronet.* B. & W. \$45. Color \$90.

How to Judge Facts. Students should establish a judicious mental attitude toward fact finding. They should guard against platitudes, false analogies, assumptions, and double meanings. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

How to Write Your Term Paper. A term paper is assigned on the topic "Airport Traffic Control." The students go to the airport to study traffic operation, organize their findings, and actually write the term paper. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

Biology

Fundamentals of Diet. The basic types of foods needed in daily diet. Man's sources of food. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Mosquito. The life of the mosquito. Egg lay-

ing, egg hatching, the molting process, the pupa stage, and the emergence of the adult mosquito. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Animal Friends. These film strips can be used in connection with the motion films covering the same subjects. These are: the Horse; the Gray Squirrel, Three Little Kittens, Shep the Farm Dog, Black Bear Twins, Elephants, Goats, Common Animals of the Woods. 35mm. Film strips. Eight in Series. *E.B.F.* Single strip \$3. Complete Series \$21.50.

Animal Life. Classifies animals from the lowest invertebrates to the highest vertebrate, and describes their common functions. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Birds of the Dooryard. The lives and nesting places of the sparrow, robin, bronzed grackle, house wren, yellow warbler, and purple martin. 16mm. Sound. 11 min. *Coronet.* Color \$90.

The Growth of Flowers. Time-lapse photography shows the growth of the rose, orchid, daffodil, jack-in-the-pulpit, and iris. 16mm. Sound. 11 min. *Coronet.* Color \$90.

Chemistry

Principles of Cooking. The fundamental principles involved in various methods of cooking meats and vegetables. Boiling, frying, broiling, braising, roasting, steaming, and pressure cooking. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Atomic Energy. Basic understanding of atomic energy. Parts and structures of atom. Natural radioactivity, nuclear synthesis, and nuclear fission. Photosynthesis and combustion. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Chemistry and a Changing World. The role of chemistry in developing new products. The skill of the chemical engineer in planning, constructing, and operating a production plant. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Commercial Subjects

Work of the Stock Exchange. The corporation and the stock exchange. Buying and selling operations on the exchange floor and in the broker's

office. 16mm. Sound. 20 min. *Coronet.* B. & W. \$67.50. Color \$135.

Economics

Northeastern States. The industrial and economic activities of the Northeastern States. The region's physical character and the origin and distribution of its people. The mineral and agricultural resources. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Regional Geography—The United States. A series of six film strips on the Northeastern States; the Southeastern States; the Southwestern States; the Middle States; the Northwestern States; the Far Western States. 35mm. Film strips. Six in Series. *E.B.F.* Single strip \$3. Complete Series \$16.20.

General Science

Fire. The domestic uses of fire. The principles of combustion, the nature of fire hazards, and the principles of extinguishing fire. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Fundamentals of Diet (see Biology).
Mosquito (see Biology).

Eggs. The story of egg production on a large, commercial egg farm, illustrating the efficiency of modern, up-to-date methods. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Animal Friends (see Biology).

Principles of Cooking (see Chemistry).

Our Earth. The principal physical aspects of the earth and the characteristic activities carried on in various regions. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

The Flow of Electricity. The factors which affect the flow of electricity through a simple electrical circuit. Sound. 10 min. *Y.A.F.* B. & W. \$38.50.

Atomic Energy (see Chemistry).

Animal Life (see Biology).

Chemistry and a Changing World (see Chemistry).

Bread. Complete story of bread. Wheat, flour, mixing of dough, baking, slicing, and wrapping for delivery. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Development of Communication. Traces the development of modern methods of communication, including the telegraph, telephone, wireless, and radio. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Our Common Fuels. How man takes basic fuels from nature and then manufactures other fuels from these. Calorific value, cost, convenience, and cleanliness. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

What Is Science? An introduction to the study of science. The scientific method, observation, hypothesis, theory, and conclusion. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

Limestone Caverns. The physical and chemical action of water and atmosphere on strata and deposits is shown in process. The formation of stalagmites, stalactites, spattercones, helictites, and oolites. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

Geography

Northeastern States (see Economics).

Regional Geography—The United States (see Economics).

Our Earth (see General Science).

We of the West Riding. The people of Yorkshire, England, at work and at play. 16mm. Sound. 22 min. *B.I.S.* B. & W. \$44.

Development of Communication (see General Science).

The Earth and Its Peoples. A series of geography studies produced by Louis De Rouchemont. The film talks about people, not simply names on maps. 16mm. Sound. 23 min. *A.W.F.* B. & W. \$100.

Modern Mexico. The principal cities. Architectural achievements, people, and business. Transportation, housing, education, harbors, and exports. 16mm. Sound. 11 min. *S.M.B.* B. & W. \$49. Color \$85.

Industries in Mexico. Modern Mexico. Agricultural processes. Animals of the grazing lands.

Mining. Industries. Handicrafts. 16mm. Sound. 11 min. S.M.B. B. & W. \$49. Color \$85.

Health

Fundamentals of Diet (see Biology).

Mosquito (see Biology).

I Never Catch Cold. The troublesome problem of the common cold. Prevention and care of colds. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Bread (see General Science).

Eggs (see General Science).

Home Economics

Fire (see General Science).

Fundamentals of Diet (see Biology).

Principles of Cooking (see Chemistry).

Sewing Fundamentals. Explains the fundamentals of sewing and the basic sewing tools. 16mm. Sound. 10 min. Y.A.F. B. & W. \$38.50.

What Is Cloth. The practical facts about fibers, yarns, and weaves. Firmness of weave, durability, luster, heat conductivity, cleanliness, and washability. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Bread (see General Science).

Eggs (see General Science).

Language Arts

Animal Friends (see Biology).

Story of Christopher Columbus. Life of Columbus. Organization of expedition. The landing at San Salvador in 1492. 16mm. Sound. 22 min. E.B.F. B. & W. \$76.50. Color \$162.

How Do You Do? The acceptable forms of social introductions. The film analyzes each situation and offers suggestions and criticisms. 16mm. Sound. 15 min. Y.A.F. B. & W. \$45.

Bread (see General Science).

Eggs (see General Science).

How to Read a Book. The use of the preface, footnotes, and index. How to select the best books for a particular research purpose. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Improve Your Reading. A treatment of reading deficiencies. Narrow perception span; rapid, careless reading; word calling. Specific remedies are illustrated. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

The Earth and Its Peoples (see Geography).

Mathematics

Meaning of Long Division. Shows that long division takes the place of a tedious succession of simple subtractions. Animated diagrams show how the operation is shortened and simplified by grouping the subtraction. 16mm. Sound. 11 min. E.B.F. B. & W. \$45.

The Meaning of Percentage. The meaning of percentage to hundredths both as fractions and as decimals. Graphic representation. The meaning of 10%, 25%, 50%, 75%, and 100%. 16mm. Sound. 10 min. Y.A.F. B. & W. \$38.50.

The Language of Graphs. The use of graphs in illustrating stories in a school paper. Bar, line, circle and equation graphs. 16mm. Sound. 15 min. Coronet. B. & W. \$45. Color \$90.

We Discover Fractions. Practical illustrations of fractions from everyday life. Numerator and denominator. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Physical Education

Tackling in Football. The importance of correct starting position, speed, drive, sure grip, timing, and body control. 16mm. Sound. 11 min. E.B.F. B. & W. \$45.

Catching Fundamentals. How to crouch and signal, how to throw the ball, how to catch the pitch, field fouls, and back of first base. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Basketball Fundamentals. Shooting, passing, dribbling, defensive and offensive footwork. 16mm. Sound. 14 min. Coronet. B. & W. \$56.25.

Volleyball for Boys. How to serve, volley, and spike the ball. Methods of offensive and defensive play. 16mm. Sound. 11 min. Coronet. B. & W. \$45.

Swimming Techniques for Girls. The crawl, backstroke, breast stroke, and flying fish strokes. Arm motion, kicking action, breathing, and body

streamlining. 16mm. Sound. 10 min. Coronet. B. & W. \$45. Color \$90.

Soccer for Girls. The various traps, dribbles, and passes. 16mm. Sound. 10 min. Coronet. B. & W. \$45. Color \$90.

Speedball for Girls. Players' position on the field, rules of the game, and techniques of developing team co-operation and individual skills, including kicking, volleying, juggling, passing, and receiving. 16mm. Sound. 10 min. Coronet. B. & W. \$45. Color \$90.

Softball for Girls. Fundamental softball skills of throwing, catching, batting, and fielding. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Batting Fundamentals. Selecting the right bat, using the correct grip, taking a proper stance, keeping his eye on the ball, using a level swing into the ball, and finishing up with a complete follow through. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Ball Handling in Football. Receiver stance, position of hands. Catching ball from center, catching punts and long passes, handling ball in close and spinner plays, and shifting ball from side to side in running. 16mm. Sound. 10 min. E.B.F. B. & W. \$45.

Blocking in Football. Importance of speed, power, drive, follow-through, timing, and body control. Cross-body block and shoulder block. 16mm. Sound. 10 min. E.B.F. B. & W. \$45.

Physics

Atomic Energy (see Chemistry).

Development of Communication (see General Science).

The Nature of Color. Newton's explanation of the rainbow, the principles of color, reflection, and absorption, the mixing of colors by addition and by subtraction, and the application of color principles to painting, printing, and photography. 16mm. Sound. 11 min. Coronet. Color \$90.

Introduction to Electricity. Static and current electricity. Electrons and the magnetic lines of force. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Matter and Energy. Matter and energy in the universe. Matter in its different forms, physical and chemical change, the laws of conservation of matter and energy. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Religion

Hail Mary—Rosary Meditations. Four 12-in. records synchronized with 69 frames on 35mm. C.V.E. Color \$15 with records.

A Walk Through Vatican City. Original photographs of the Holy City. 35mm. Film strips. 54 frames. Budek. B. & W. \$3.

The Story of Fatima. A visual and audio story of Fatima. 35mm. Film strips. 97 frames. C.V.E. Color \$15. With three records of narration \$20.

The Holy Sacrifice of the Mass. The actions of the Mass with pictures of the Old and New Testaments. 35mm. Film strips. 118 frames. C.V.E. Color \$15.

The Seven Sacraments. The sacraments and the child's life. The seven means to God's grace. 35mm. Film strip. 35 frames. C.V.E. Color \$5.

The Stations of the Cross. The story of each station with a graphic application and short prayer. 35mm. Film strip. 32 frames. C.V.E. Color \$5.

Habemus Papam. A film strip concerning the conclave and the celebrations of the coronation of Pope Pius XII. 35mm. Film strip. 64 frames. Budek. B. & W. \$3.

The House I Live In. Frank Sinatra in a plea for racial and religious tolerance. 16mm. Sound. 10 min. Y.A.F. B. & W. \$27.50.

Loyola Films. A series of films illustrating several Bible stories. 16mm. Sound. 20 min. L.F. B. & W. Lease only.

The Perfect Sacrifice. A description of low Mass with the commentator giving the various prayers. 16mm. Sound. Queens. 24 min. Color \$150.

The Vatican of Pius XII. Scenes of the Pope and Vatican City. 16mm. Sound. 22 min. M.T. B. & W. \$60.

Safety

Playground Safety. (1) Be sure to play in a safe place. (2) Keep out of the way of other players. (3) Learn how to play skillfully. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Social Studies

Fire (see General Science).

Northeastern States (see Economics).

Regional Geography—The United States (see Economics).

Animal Friends (see biology).

Story of Christopher Columbus (see Language Arts).

Our Earth (see General Science).

We of the West Riding (see Geography).

Down to the Sea. Scenes of ships in stormy seas. The work of designers, engineers, and craftsmen in ship building. The launching of ships. 16mm. Sound. 23 min. B.I.S. B. & W. \$56.25.

Federal Government Series. Five slide films on: Our Congress; Department of Interior; Department of Agriculture; Post Office Department. 35mm. Slide films. Five in Series. Y.A.F. Single strip \$3. Complete Series \$12.50.

Meet Your Federal Government. The three main divisions: legislative, executive, and judicial. 16mm. Sound. 15 min. Y.A.F. B. & W. \$45.

How Do You Do? (see Language Arts).

The House I Live In (see Religion).

Atomic Energy (see Chemistry).

Colonial Expansion. Expansion in North America from 1492 to the Revolutionary War. The struggle for dominance by the English, French, and Spanish. 16mm. Sound. 10 min. E.B.F. B. & W. \$45.

Chemistry and a Changing World (see Chemistry).

Bread (see General Science).

Development of Communication (see General Science).

Democracy. True democracy is characterized by at least two signs: Shared Respect and Shared Power. There are two conditions favoring its development: Economic Balance and Enlightenment. 16mm. Sound. 11 min. E.B.F. B. & W. \$45.

Eggs (see General Science).

A Day With English Children. Breakfast, school classes, cricket, and coming home to study. While these children's customs differ, they really have a great deal in common with us. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

The Navajo Indian. The carding, dyeing, and the weaving of rugs. At the trading post. Working the fields. Producing silverwork. 16mm. Sound. 11 min. Coronet. Color \$90.

The Dairy Farm. The farmer at work cultivating, harvesting, and storing the feed crops. The dairymen feeding the cows, milking, and preparing the milk for market. 16mm. Sound. 20 min. Coronet. B. & W. \$67.50. Color \$90.

Forests and Conservation. The government and progressive lumber companies joining forces to save trees through a program of selective logging, reforestation, and fire prevention. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

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How We Elect Our Representatives. Registration, the primary election, the campaign, the voting, and the counting of ballots. 16mm. Sound. 11 min. Coronet. B. & W. \$45. Color \$90.

Parliamentary Procedures in Action. The proper procedures for running a school club, making motions, seconding, and amending them, calling for a division of the house, rising to a point of order, tabling a motion. 16mm. Sound. 18 min. Coronet. B. & W. \$56.25.

The Earth and Its Peoples (see Geography).

Modern Mexico (see Geography).

Industries in Mexico (see Geography).

(Continued on page 21A)

Special Features of Summer Schools of Catholic Colleges

Here are listed some of the outstanding courses and activities of the summer sessions of Catholic colleges and universities which have come to the attention of the editors up to March 31. No attempt has been made to compile a complete list of summer schools or to list ordinary courses in education and academic subjects. For complete information of the summer offerings write to the school in which you are interested.

CALIFORNIA

Loyola University of Los Angeles, West 80th St. and Loyola Blvd., Los Angeles 45.

Institutes:

Appreciation of the Motion Picture and Application to the Problems of Teaching in Social Science and Literature (June 27-30). Dr. Frank Sullivan and Rev. Harold F. Ryan, S.J.
Bishops' Statements, 1947-48 (July 11-14). Rev. Philip Carey, S.J.

Teaching and Understanding the Adult Deaf (July 11-14; 18-21). Mr. George Porter, S.J.
Elementary School Libraries (July 18-21). Rev. Andrew L. Bouwhuis, S.J.

Special Courses:

Drama: Seminar in Acting and Directing Techniques (June 18-July 29).
English: Courses in Catholic Modern Prose and Catholic Modern Poetry (June 18-July 29).

Audio-Visual: Course in Audio-Visual Materials. *Immaculate Heart College*, Los Angeles 27.

Special Courses:

Reading clinic for primary and elementary teachers.

The Makers of the Christian Mind—A study of the Doctors of the Church. Rev. Eugene M. Burke, S.T.D.

Moral and Dogmatic Theology—leading to the Theological Science Certificate.

A Brief Course in the Great Books.
(Summer session, July 5-Aug. 6).

University of San Francisco, 2130 Fulton St., San Francisco 17.

Institutes:

Elementary School Libraries (July 11-14). Rev. Andrew L. Bouwhuis, S.J.
Catholic High School Administration (July 18-21). Rev. Richard Spohn, S.J.

Special Course:

Audio-Visual Education.
(Summer session, June 27-Aug. 5).

San Francisco College for Women, Lone Mountain, San Francisco 18.

Workshops:

Audio-Visual Aids in Education (June 27-July 16). Mother M. McQueeney. (Credit, 2 units).
Methods in Reading Instruction (June 27-July 16). Mother E. Fox. (Credit, 2 units).

COLORADO

Loretto Heights College, Loretto, Denver.

Clinic and Workshop:

Fourth annual Guidance Clinic (Aug. 24-30). Rev. Gerald Kelly, S.J.

Second annual College Workshop (send for bulletin).
(Summer session, June 28-Aug. 4).

DISTRICT OF COLUMBIA

The Catholic University of America, Washington 17, D. C.

Workshops:

College Integration (June 10-21). Roy J. Defarari, Ph.D.

Teacher Preparation for Catholic High Schools (June 10-21). Rev. Michael J. McKeough, O.Praem., Ph.D.

Education for Marriage (June 10-21). A. H. Clemens, Ph.D.

Co-ordination of Education and Nursing (June 10-21). Kathryn W. Cafferty, M.S. in N.E.

Administrative Aspects of Catholic Youth Work (June 16-20). Dorothea Sullivan, M.A.

Creative Writing for Catholic Writers (Aug. 22-Sept. 1). Leo V. Jacks, Ph.D.

Confraternity of Christian Doctrine Courses at the Catholic University of America

Special Training Courses:

(For Sisters, Brothers, and Seminarians—not for clergy or lay people. Undergraduate credit of 2 sem. hrs. for each course.)

I. Dogmatic and Scriptural Foundation for Catechists—A survey of the revised edition of the Baltimore Catechism No. 3, a high school textbook to be published in the near future. Very Rev. Francis J. Connell, C.Ss.R., S.T.D.

II. Methods of Teaching Religion to Catholic Children in Attendance at Elementary Public Schools. Sister M. Rosalia, M.H.S.H.

III. Apostolate of the Confraternity of Christian Doctrine. Miss Miriam Marks.

(These courses will be given June 27-Aug. 6.)
Dunbarton College, Washington, D. C.

Workshop:

Remedial Reading for Elementary School Teachers (June 27-Aug. 6) (For religious only. Credit, 3 to 6 hrs.) Sister M. Frederick, C.S.C.

Georgetown University, 37th and O Sts., N.W., Washington, D. C.

Advanced courses in sciences, social sciences, and philosophy.

ILLINOIS

St. Francis Xavier College for Women, 4900 Cottage Grove Ave., Chicago 15.

Special Institute:

Theological Institute for Sisters (June 27-Aug. 3). (For religious only). Very Rev. Charles C. Johnston, O.P.

College of St. Francis, 603 Taylor St., Joliet.

Workshop:

Health and Physical Education (Credit, 2 hrs.). Sister Miriam Edward and 14 specialists.

(Summer session, June 27-Aug. 6).

INDIANA

University of Notre Dame, Notre Dame.

Institutes and Workshop:

Workshop in Guidance (June 28-July 26) (Credit, 3 hrs.). Brother William Mang, C.S.C., Ph.D., and Sister M. Benedict, B.V.M.

Institute on Vocations to the Sisterhood (July 20-24). Rev. John Wilson, C.S.C.

Catholic Action Institute (July 30-31). Rev. Louis J. Putz, C.S.C.

Writers' Conference (June 26-July 2). Professor Thomas Cassidy.

Special Courses:

Audio Visual: Survey Course in Audio-Visual Aids and Special Problems in Audio-Visual Aids. (Credit, 3 hrs.). Orville R. Foster.

Accounting for Parishes and Parochial Schools.

Religion: Courses, graduate and undergraduate, in religion, theology, liturgy, etc.

Marian College Branch, Oldenburg.

Special Course:

Church and State (June 13-July 22). (Credit, 2 hrs.) Rev. Gabriel Bescher, O.F.M.

KANSAS

Mount Saint Scholastica College, Atchison.

Religion:

History of the Old Testament (Credit, 2 hrs.). Rev. William Heidt, O.S.B., A.M., S.T.D.

Liturgy (Credit, 2 hrs.). Rev. Paschal Botz, O.S.B., S.T.D.

(Summer sessions, June 11-July 23; July 23-Aug. 6).

Ursuline College of Paola, Paola, Kans.

Educational Workshop:

(July 25-Aug. 26) (Credit, 3 hrs.). Mrs. Mabel Click.

LOUISIANA

Loyola University of the South, 6363 St. Charles Ave., New Orleans 15.

Summer courses in education, academic subjects, religion, and philosophy are conducted at Loyola University (June 13-July 26) jointly by the University and the Catholic Committee of the South.

MASSACHUSETTS

Boston College, Chestnut Hill 67, Newton.

Education: Management of School Personnel (June 27-Aug. 6) (Credit, 3 hrs. Of special interest to school administrators). William L. Neff.

Drama: Dramatic Workshop. Rev. John Louis Bonn, S.J.

MICHIGAN

University of Detroit, McNichols Road at Livernois, Detroit 21.

Institutes and Workshops:

Institute on Canon Law for Religious (a Synthesis) (June 20-July 1). Rev. James I. O'Connor, S.J., A.M., J.C.D.

Institute on Current National Issues in Education (June 20-July 1). Rev. Allan P. Farrell, S.J., Ph.D.

Workshop in Audio-Visual Methods in Teaching (July 5-15). Dr. Claude L. Nemzek.

Workshop in Modern Languages (July 18-29). Professor D. R. Janisse.

MINNESOTA

St. Clare School of Education, College of St. Teresa, Winona.

Institutional Care:

Orientation Program in Institutional Care (June 21-July 28) (Credit, 5 hrs. Open only to Sisters in institutional work). Sister M. Gerard, A.M.

St. Paul Diocesan Teachers College, 240 Summit Ave., St. Paul.

Workshop in Language Arts (June 21-July 30) (Credit, 3 q. c.). Sister Agnes.

MISSOURI

Fontbonne College, Wydown and Big Bend Blvds., St. Louis 5.

Workshop in Education (June 21-July 12) (Credit, 3 hrs. For school administrators, principals, supervisors, and librarians). Sister M. Bertrand, C.S.J.

Notre Dame Junior College, 320 East Ripa Ave., St. Louis 23.

Music: Methods of Teaching in Upper Grades (June 20-July 29) (Credit, 2 hrs. For religious only). Sister M. Doralice, S.S.N.D.

Saint Louis University, 15 N. Grand Blvd., St. Louis 3, Mo.

Curriculum Conference:

Curriculum Conference for Catholic Schools (June 8-16) (Credit, 2 hrs.) Includes curriculum materials, measurement, visual aids, remedial reading. Address Rev. M. B. Martin, S.J., director of summer session, before May 15.

Rockhurst College, Rockhurst Rd. and Troost Ave., Kansas City 4.

Business Administration (June 6-July 26) (Credit, 3 hrs.). Rev. J. J. Higgins, S.J.

NEBRASKA

The Creighton University, Omaha 2.

Nursing:

Methods of Teaching Applied to Nursing. Sister M. Louis.

Supervision and Ward Management. Sister M. Louis.

Education:

Methods and Content of Elementary School Religion. Rev. Vincent Decker.

Diagnostic and Remedial Reading. Miss Florence Sweetin.

Workshop in Diagnostic and Remedial Reading. Miss Florence Sweetin.

Organization and Administration of the Elementary School. Kenneth Burkholder.

Counseling Methods (graduate course). Dr. Leo Kennedy.

Religion:

Divine Grace. Rev. Leo Coressel.

Theology of the Sacraments. Rev. Philip Derrig.

Speech:

Radio Workshop for Teachers. Rev. Roswell Williams.

(Continued on page 24A)

MORE PROOF OF BELL & HOWELL DEPENDABILITY!

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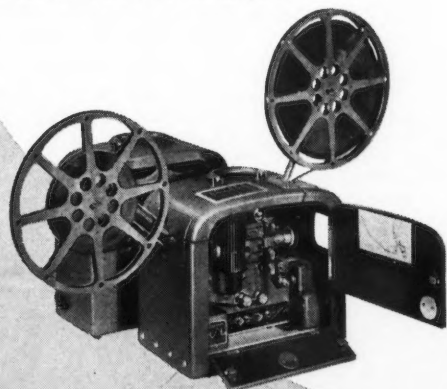


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New Books of Value to Teachers

The Great Books

Discussions by various authors. Ed. by Harold C. Gardiner, S.J. Cloth, 112 pp., \$2. The Devin-Adair Co., New York, N. Y., 1949.

This is a series of essays by well-known persons on the books used in the first year of the Great Books Foundation course. It is preceded by an editorial introduction by Father Harold C. Gardiner discussing some of the problems in the Great Books program. A foreword has been added by Robert M. Hutchins in which he welcomes the book in the following language:

When some of the great masterpieces of the past are being read and studied from a pragmatic and even materialistic viewpoint, it is refreshing to find an appraisal of the Great Books and of their contribution to our civilization based on Christian concepts.

Robert C. Hartnett discusses *The Declaration of Independence*, Locke's *Of Civil Government*, and the *Federalist Papers*. Father Edwin A. Quain discusses three of the Platonic heroes, Thucydides' *History*, Aristophanes' *Lysistrata*, *Birds*, *Clouds*, and Plutarch's biographies. Frank Sheed discusses St. Augustine; Walter Farrell St. Thomas' *Treatise on Law*; Dietrich von Hildebrand and Balduin V. Schwarz discuss Aristotle's *Ethics* and *Politics*; Wm. J. Grace discusses *Hamlet*. Montaigne's essays and Rousseau's *The Social Contract*, Smith's *The Wealth of Nations*, and the *Communist Manifesto* are included in the list.

The book will be suggestive primarily to the leaders or moderators of the Great Books Foundation rather than to the students themselves. Some interesting problems which the book raises will be discussed in our editorial columns.—E.A.F.

Religion and Education Under the Constitution

By J. M. O'Neill. Paper, 338 pp., \$4. Harper & Brothers, New York 16, N. Y.

This book is based upon the thesis that constitutional questions must be passed upon in the light of the language and meaning of the Constitution at the time of its passage; they cannot be answered in the light of the private philosophies of religion and education of the justices of the Supreme Court. The successive chapters trace the origin and meaning of civil liberties in the United States, especially as applied to education, the record of the Supreme Court and of the several states, and the two latest cases, the Everson bus case in New Jersey and the McCollum religious education case in Illinois. The author in a closely knit argument shows that the Court reversed its own stand in the latest case and set up a wholly illogical argument centered upon the slogan of "separation of church and state." The real problem, as defined by the dissent of Justice Reed, whether the teaching of religion in a public school building constitutes "an establishment of religion" as forbidden by the Constitution, was wholly overlooked by the majority of the Court. The book deserves careful study not only because of the very thorough analysis of the problems of religious education in and connected with public schools but also because of the serious danger to our civil rights should the theory prevail that current interpretations of the Constitution should be based upon the current philosophy of democracy and politics of the Justices of the Court.

The Guide to Catholic Literature, 1948

Ed. by Walter Romig. Paper, 232 pp., \$3.75. Walter Romig, Publisher, 979 Lakepointe Road, Grosse Pointe 30, Mich.

The Guide to Catholic Literature is being published annually now as well as in a cumulative 4-year cloth-bound edition to permit corrections, suggested by criticism, in the larger volume. Arranged alphabetically, entries are listed under author, title, and subject, together with biographical and critical notes and references. All books and pamphlets by Catholics or of particular Catholic interest, published originally or in revised edition, in any language and in any country during 1948, are listed.

This Is Our Valley

By Sister M. Marguerite, S.N.D., M.A., and Miriam Mason. Cloth, illus., 320 pp., \$1.56. Ginn and Co., Boston 17, Mass.

The Faith and Freedom advanced third-grade reader is the story of how a farming community with the help of a young priest, learned to work together for happiness and prosperity. The priest and two Sisters, who teach Saturday catechism classes, tell the children stories of Fatima, Guadalupe, Isaac Jogues, etc., as an integral part of the book. The whole is entertaining and a practical illustration of Christian social doctrine at work.

A Vade Mecum for Teachers of Religion

By Sister M. Catherine Frederic, O.S.F., ed. by Rt. Rev. William E. Lawlor, superintendent of schools for the Archdiocese of Newark, N. J. Cloth, 360 pp., \$4. The Bruce Publishing Co., Milwaukee 1, Wis.

Grade school religion teachers should find this compendium, designed to eliminate much of the reading required to gather supplementary information about Christian doctrine, a valuable aid in preparing their year's work. The book contains sections on the liturgical cycle, the Mass, other liturgical functions, devotions and symbols, the Bible, canon law, Catholic activities, a glossary of ecclesiastical terms and abbreviations, and brief lives of fifty saints and beati usually studied by grade school children. Definitions are simple enough as a rule to be dictated verbatim to the children. Bibliography for each section is extensive. The book includes a wealth of detail interesting not only to the teacher, but also to the older student or the adult who no longer has at his finger tips much of what he should know.

Pleasure in Literature

By Egbert W. Nieman and George E. Salt. Cloth, illus., 672 pp., \$2.92. Harcourt, Brace and Co., New York.

The ninth-grade text of the Living Literature series. Selections are grouped under High Adventure, All Kinds of Jobs, Strange and Mysterious, Meeting Interesting People, Ourselves, Enjoying a Good Laugh, Facts and Ideas, Reading Magazines and Newspapers, and Rhyme and Rhythm. There are vocabulary building exercises, and remarkably intelligent discussion hints which should make students think critically about what they read and about the life their reading reflects.

The text has three flaws. It is completely secular, but the ideals it presents are valid and the clever teacher can easily invest it with her faith. A more serious, or at least, less easily remedied, difficulty is that material is chosen almost entirely from contemporary sources. Some selections are quite good, others are mediocre, but it seems rather unwise to leave all of the bulk of literature which forms the student's cultural background to be assimilated after his freshman year, when much of it can be very pleasant reading for the 14-year-old. Finally, though supposedly for pleasure, the anthology emphasizes the pragmatic. Most selections "teach" beyond the teaching which coexists when reality is justly represented; this is "Horatio Alger" with a new look.

The Young Catholic Student

Paper, 36 pp., 10 cents each; 10 copies, 85 cents; 100 copies, \$7.50. The Mercy Press, 1437 Blossom Road, Rochester 10, N. Y.

A handbook of etiquette for Catholic high school students.

Fundamentals of Logic

By Sylvester J. Hartman, C.P.P.S., M.A. Cloth, 280 pp., \$3.50. B. Herder Book Co., St. Louis 2, Mo.

A college text which includes topics normally taught in a course in logic, plus a fuller development than is usually given for some of these subjects and an attempt to correlate logic with the rest of one's college studies through example

and illustration. Since the book is arranged in outline form, the teacher who wishes to give a less extensive course will have little difficulty in eliminating what he feels is unnecessary for general grasp of the matter.

Lettering

Booklet, quarto size, illus., 54 pp., \$1. Higgins Ink Co., 271 Ninth St., Brooklyn 15, N. Y.

A carefully prepared work giving an outline of the history of the alphabet, a number of alphabets used for various purposes, illustrated instructions for manuscript illumination (this by Sister M. Andrew), illustrated descriptions of several commonly used faces of printers' type, and descriptions of several kinds of writing tools and aids to lettering.

The booklet is valuable because of the information, practical suggestions, and inspiration it supplies.

Introductory Radio—Theory and Servicing

By H. J. Hicks, M.S. Cloth, illus., 408 pp., \$3.20. The McGraw-Hill Book Company, New York 18, N. Y.

A text designed for shop courses in small high schools. Laboratory work begins the first day to utilize the student's eagerness and to make theory interesting by arousing curiosity before it is taught. The teacher's manual contains instructions complete enough for the instructor inexperienced in radio work and suggestions to keep the student with more interest and more experience than the rest of his class profitably employed. Topics covered include magnetism, electricity, fundamentals of radio construction and repair, vacuum tubes, amplifiers, amplitude-modulated radio receivers, FM radio receivers, test equipment, loud-speakers, public-address systems, antennas, and television.

My Own Book About God's Other Children

By Sister M. Juliana, M.M., and Sr. M. Rosalia, M.H.S.H.

Paper bound workbooks in religion for grades 2, 3, 4, and 5 or 6. Each, 15 cents. George A. Pflaum, Publisher, 124 E. Third St., Dayton 2, Ohio.

Ten Happy Laws The Sacraments

By Sr. M. Justina, M.H.S.H. Paper bound workbooks in religion for grades 2, 3, 4, and 5 or 6. Each, 15 cents. George A. Pflaum, Publisher, 124 E. Third St., Dayton 2, Ohio.

The workbooks emphasize in their discussions the doctrine of Christian brotherhood and its implications in daily living. Except for the second-grade book, they seem a little too simple.

Children of Our World

By Frances Carpenter. Cloth, illus., 232 pp., \$2.08. The American Book Company, New York 16, N. Y.

A geography book for fourth graders introducing foreign children as fellow inhabitants of One World. The text is well written, and photographs are plentiful.

Prairie Schooners West

By Mildred Houghton Comfort. Cloth, illus., 192 pp., \$1.30. Beckley-Cardy Co., Chicago, Ill.

The Whitmore family of Missouri gets "gold fever" and goes to California in the 1850's. Covered-wagon travel is described with realism, and the valuable gold the Whitmores find is California's fertile land. For children in the intermediate grades.

Bits That Grow Big

By Irma E. Webber. Boards, illus., 64 pp., \$1.50. William R. Scott, Inc., New York 11, N. Y.

Children in the intermediate grades will find this explanation of how seeds, spores, and vegetative parts grow into the food we eat, clear and entertaining. Experiments requiring little equipment or direction are described in the text.



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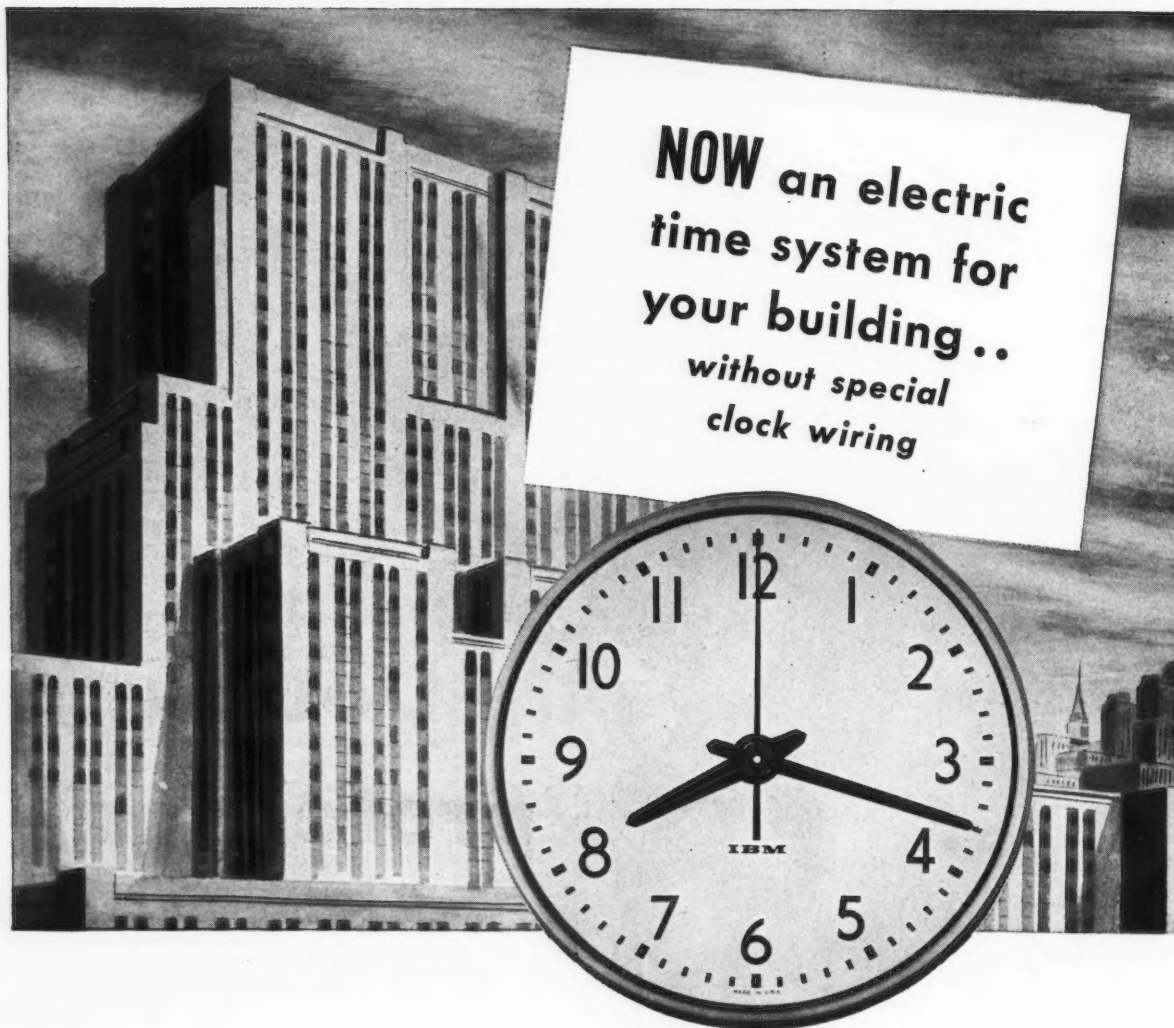
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Films for Catholic Schools

(Continued from page 177)

SENIOR HIGH SCHOOL

Art

Drawing With Pencil. The film emphasizes the following important points: general design; thumbnail sketching; preparation of the pencil point; drawing sharp lines; making broad masses; and achieving textures of wood, brick, shingles, stone, and foliage. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Basic Skills

Building an Outline. The mechanics of outline. 16mm. Sound. 10 min. *Coronet.* B. & W. \$45. Color \$90.

Know Your Library. How to use the card catalog; find books as classified by the Dewey Decimal System, and use of encyclopedias as well as the *Reader's Guide to Periodical Literature*. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

How to Study. The student gets more done in less time by organizing his work and budgeting his time. He should read with a purpose and know how to locate reference material quickly. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

How to Judge Facts. Students should establish a judicious mental attitude toward fact finding. They should guard against platitudes, false analogies, assumptions, and double meanings. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

How to Write Your Term Paper. A term paper is assigned in the topic "Airport Traffic Control." The students go to the airport studying traffic operation, organize their findings, and actually write the term paper. 16mm. Sound. *Coronet.* B. & W. \$45. Color \$90.

Biology

The Growth of Flowers. Time-lapse photography shows the growth of the rose, orchid, daffodil, jack-in-the-pulpit, and iris. 16mm. Sound. 11 min. *Coronet.* Color \$90.

Birds of the Dooryard. The lives and nesting places of the sparrow, robin, bronzed grackle, house wren, yellow warbler, and purple martin. 16mm. Sound. 11 min. *Coronet.* Color \$90.

Animal Life. Classifies animals from the lowest invertebrates to the highest vertebrate, and describes their common functions. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Fundamentals of Diet. The basic types of foods needed in daily diet. Man's sources of food. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Mosquito. The life of the mosquito. Egg laying, egg hatching, the molting process, the pupa stage, and the emergence of the adult mosquito. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Chemistry

Atomic Energy. Basic understanding of atomic energy. Parts and structures of an atom. Natural radioactivity, nuclear synthesis, and nuclear fission. Photosynthesis and combustion. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Chemistry and a Changing World. The role of chemistry in developing new products. The skill of the chemical engineer in planning, constructing, and operating a production plant. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

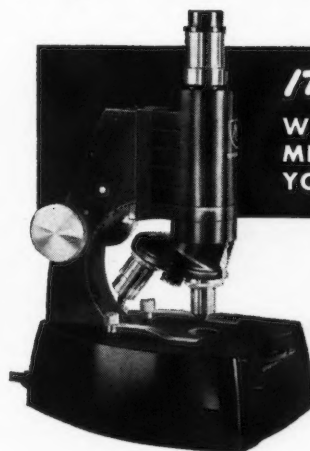
Principles of Cooking. The fundamental principles involved in various methods of cooking meats and vegetables. Boiling, frying, broiling, basting, roasting, steaming, and pressure cooking. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Commercial Subjects

Work of the Stock Exchange. The corporation and the stock exchange. Buying and selling operations on the exchange floor and in the broker's office. 16mm. Sound. 20 min. *Coronet.* B. & W. \$67.50. Color \$135.



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The Secretary's Day. Taking dictation, transcribing, making appointments, receiving callers, planning an employer's itinerary, and securing his reservations. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

What Is Money? The evolution of our monetary systems from the days of primitive barter. The use of checks. Money as a standard of value, standard for future payment, storehouse of value, and convenient medium of exchange for goods and services. 16mm. Sound. 10 min. *Coronet.* B. & W. \$45. Color \$90.

Economics

Northeastern States. The industrial and economic activities of the Northeastern States. The region's physical character and the origin and distribution of its people. The mineral and agricultural resources. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Regional Geography—The United States. A series of six film strips on the Northeastern States; the Southeastern States; the Southwestern States; the Middle States; the Northwestern States; the Far Western States. 35mm. Film strips. Six in series. *E.B.F.* Single strip \$3. Complete Series \$16.20.

General Science

Our Common Fuels. How man takes basic fuels from nature and then manufactures other fuels from these. Calorific value, cost, convenience, and cleanliness. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

What Is Science? An introduction to the study of science. The scientific method, observation, hypothesis, theory, and conclusion. 16mm. Sound. 11 min. *Coronet.* B. & W. \$45. Color \$90.

(Continued on page 27A)

Catholic Education News

HONORS AND APPOINTMENTS

Laetare Medal

The University of Notre Dame, in awarding her the Laetare Medal, judged IRENE DUNNE to be 1949's most outstanding American Catholic lay person. Very Rev. John J. Cavanaugh, university president, in announcing the award, said "Miss Dunne is an example of talented Christian womanhood in a profession and community unfortunately publicized for the brevity of marriages and careers." During 15 years as a motion picture star she has never "subordinated her conscience to her art." She has insisted upon pictures consistent with her creed, and while winning fame as an actress, has "remained an exemplary wife and mother."

For her role in "I Remember Mama," for which she was an academy award nominee, the American Mothers Committee of the Golden Rule Foundation honored her for "the most outstanding portrayal of a mother on the American screen by an American actress in 1948," and the Society of Norway Playwrights presented her with a jeweled crown. She has been commended also by the National Conference of Christians and Jews and has won the Woman's Voice Award.

President of Art Association

REV. JOHN L. WALCH of Tulsa, Okla., was re-elected president of the Catholic Art Association during its three-day convention at Mt. St. Joseph College in Cincinnati.

Scientist Honored

DR. EDGAR TASCHDJIAN, associate professor of biology and head of the botany department at Loyola University, Chicago, for his work in agronomy in China, has been named to the central committee of the International Federation of Agricultural Engineers and Technicians, with headquarters in Zurich, Switzerland.

Aids MacArthur

General Douglas MacArthur has appointed REV. JOHN O'DONOVAN special Catholic adviser to the head of the religious and cultural resources division of the U. S. occupation forces in Japan. Father O'Donovan, from 1935 to 1947 vice director of the Columban Fathers in America, succeeds REV. WILLIAM MACKESY, M.M. He will assist in the formulation of policy and plans concerning Japanese Catholicism and Catholic missionary activities.

Honorary Ph.D. from Santo Domingo

The University of Santo Domingo in Ciudad Trujillo conferred upon MOTHER MARY GERALD

BARRY, O.P., an honorary doctorate in recognition of her contribution and that of her community, the Sisters of St. Dominic of Adrian, Mich., to Christian education and culture in the Dominican Republic.

Minnesota's Man of the Year

The Minnesota Junior Chamber of Commerce chose REV. EDWARD RAMACHER, assistant pastor at St. Mary's Church, Little Falls, Minn., as Minnesota's Young Man of the Year. Father Ramacher, a leader in community affairs, originated the Winter Wonderland, a winter sports center which each year attracts thousands to Little Falls.

Great Books Director

Dr. Robert M. Hutchins, chancellor of the University of Chicago, recently announced that REV. JOHN J. CAVANAUGH, C.S.C., president of the University of Notre Dame has been named to the board of directors of the Great Books Foundation.

President of Historical Society

PROFESSOR HENRY S. LUCAS, historian of the University of Washington, was elected to succeed PROFESSOR FRANCIS A. ARLINGHAUS of the University of Detroit as president of the American Catholic Historical Association, at its 29th annual meeting in Washington, D. C. Other officers are PROFESSOR WALDEMAR GURIAN of the University of Notre Dame; REV. PETER LEO JOHNSON, of St. Francis Seminary, Milwaukee; MSCR. JOHN KEATING CARTWRIGHT, rector of St. Matthew's Cathedral, Washington; and REV. JOHN TRACY ELLIS, of the Catholic University of America.

Speakers during the convention included Most Rev. PATRICK A. O'BOYLE, archbishop of Washington, and PROFESSOR ARLINGHAUS. DR. LEWIS HANIE, director of the Hispanic Foundation of the Library of Congress read a paper describing the works of Bishop Bartolome de las Casas, O.P., and PROFESSOR CARLOS E. CASTANEDA of the University of Texas detailed the achievements of Juan de Zumarrag, O.F.M., first bishop of Mexico.

Commissioner of Education

DR. EARL J. MCGRATH, formerly professor of higher education at the University of Chicago and dean of Iowa University's college of liberal arts, is the new United States Commissioner of Education. He served on the President's Commission for Higher Education and is the founder and editor of the *Journal of General Education*.

St. Louis University Graduate Dean

REV. WILFRED M. MALLON, S.J., regional director of studies in Jesuit colleges and high schools

of the Missouri Province, has been appointed to succeed REV. THURBER SMITH, S.J., as dean of the graduate school, St. Louis University.

Father Smith, who has held office since 1933, a year after the school was founded, is retiring because of illness.

New York NCMEA Officers

SISTER MIRIAM THERESE, I.H.M., director of music at Holy Rosary High School, Syracuse, N. Y., was re-elected state executive secretary of the National Catholic Music Educators Association. State treasurer is MISS MARY MILLER, music director of Catholic Central High School, Troy, N. Y., and MOTHER ALLEEN COHALEN, R.S.C.J., director of the Pius X School of Liturgical Music, New York City, was re-elected state recording secretary.

Confraternity Staff Members

REV. THOMAS L. HANSBERRY, formerly director of the Confraternity of Christian Doctrine in Manchester, N. H., is field representative of the national center of the CCD in Washington, and REV. JOHN E. KELLY, Confraternity director in Trenton, N. J., has been transferred to the publications department in Washington.

AD MULTOS ANNOS

Silver Jubilee

Among the 38 jubilarians of Maryknoll are SISTER MARY DE CHANTAL, SISTER EUGENIA, SISTER M. FABIAN, SISTER M. REGIS, SISTER M. FACHINA, and SISTER M. AUGUSTINE.

Golden Jubilee

BROTHER EUGENE A. PAULIN, S.M., since 1929 inspector of schools for the St. Louis Province of the Society of Mary, on April 2. During his career as a Marianist he has taught, among other places, at the University of Dayton and the University of Texas, has directed the Maryhurst Normal School, Kirkwood, Mo., was treasurer of Chaminade College, Clayton, and prior to his appointment as inspector, was dean at St. Mary's University, San Antonio, Tex. He is a member of the American Physical Society, the American Association of Physics Teachers, the NCEA, the NEA, and the Catholic Round Table of Science.

REQUIESCANT IN PACE

• WILLIAM THOMAS WALSH, in New York at the age of 57. Distinguished American Catholic author and scholar, Walsh wrote *Isabella of Spain*, *St. Theresa of Avila*, *Characters of the Inquisition*, *Philip II*, and a novel, *Out of the Whirlwind*. His latest and perhaps most popular works are *St. Peter the Apostle* and *Our Lady of Fatima*. He

(Continued on page 30A)



Very Rev. Hunter Guthrie, S.J., whose appointment as President of Georgetown University was announced in the April Catholic School Journal.



William Thomas Walsh, author, professor at Manhattanville College, Laetare Medalist, who died recently.



Brother Eugene Paulin, S.M., Inspector of Schools of the Society of Mary, who celebrated his Golden Jubilee.

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Summer Schools

(Continued from page 178)

(All courses, June 10-Aug. 5. Credit, 3 hrs. each.)

NEW YORK

St. Bonaventure College and Seminary, St. Bonaventure.

Audio-Visual Aids. (July 1-22) (Credit, 3 hrs.). Rev. Cornelius A. Welch, O.F.M.

The College of Saint Rose, Albany.

Religion:

Scripture Studies from the Old Testament (July 1-Aug. 6) (No credit).

Education:

Seminar in Education Problems (July 1-Aug. 6) (Credit, 3 hrs.).

Fordham University, 302 Broadway, New York 7.

Workshop in Elementary School Reading and Literature (Credit, 2 hrs., for graduates). Dr. James A. Fitzgerald.

Seminar in Problems in Language Arts (Credit, 2 hrs., for graduates). Dr. James A. Fitzgerald.

Demonstration Class. Programs in Kindergarten and Nursery Education (Credit, 2 hrs.). Catherine F. Foley.

(All courses July 5-Aug. 12).

Nazareth College, Brighton Station, Rochester 10.

Library Science:

Two 3-hr. courses for teacher librarians in elementary and high schools. The first summer's work of a 3-summer sequence.

OHIO

Mary Manse College, 2425 Collingwood Ave., Toledo 10.

Guidance:

Workshop in Moral and Religious Guidance (June 27-Aug. 5) (Credit, 3 hrs.). Sister M. Lawrence.

Xavier University, Evanston Station, Cincinnati 7.

Drama:

Workshop in Play Production. (June 20-July 29) (Suited to needs of high school dramatic coaches). Victor B. Dial.

OREGON

University of Portland, Willamette Blvd. and Fiske St., Portland.

Library Science:

Reference and Bibliography. Rev. Redmond Burke, C.S.V.

Children's Literature. Sister M. Serena, O.P.

Library Service to Children. Sister M. Serena, O.P.

Library in the Social Order. Brother David Martin, C.S.C.

(Summer Session, June 27-Aug. 5).

RHODE ISLAND

Catholic Teachers' College, 60 Broad St., Providence.

Education:

Supervision and Teaching Techniques (Begins June 27 for Credit of 4 hrs.) (Religious only).

Mary M. Lee, Ed. D.

Providence College, River Ave. and Eaton St., Providence.

Religion:

A School of Theology for Nuns (June 28-Aug. 6) (Credit). Rev. George Q. Friel, O.P.

WASHINGTON

Gonzaga University, Spokane, 11.

Religion:

Moral Guidance II. One of a series to cover moral theology in three summer sessions (June 16-July 28) (Credit 2 hrs. For Sisters only). Rev. William M. Weller, S.J.

WISCONSIN

Alverno College, 1413 S. Layton Blvd., Milwaukee 4.

Workshop:

Kindergarten Workshop (June 21-July 30) (Credit, 3 hrs.). Sister M. Myron, O.S.F.

First Grade Workshop (June 21-July 30) (Credit, 3 hrs.). Sister M. del Rey, O.S.F.

(Courses for elementary teachers in education, psychology, language, art, music, etc.).

The Cardinal Stritch College, 3195 S. Superior St., Milwaukee 7.

Workshops (June 20-July 29):

Christian Art in Sculpture. Sister M. Thomista, O.S.F., M.F.A., and Miss Irene Wawrzynowski, B.E.

Christian Social Living. Rev. John Schullen.

Liturgical Music and Choir Technique. Sister M. Herbert, Mus. M.

Mount Mary College, 2900 Menominee River Dr., Milwaukee 13.

Special Courses:

(1) Contemporary Poetry and (2) Free Lance Writing (June 28-Aug. 5) (Credit, 2 hrs. each).

Sister M. Maura, S.S.N.D.

Viterbo College, 815 South Ninth St., La Crosse.

Special Courses: (June 20-July 29).

Choir Directing. Sister M. Zitana.

School Administration. Sisters M. Mynette, M. Wilhelmine, and M. Clarice.

Library Science:

Cataloging and Classifications. Miss E. Schmitz.

Library Reference and Book Selection. Miss E. Schmitz.

Dominican College, 1209 Park Ave., Racine.

Workshop in Primary Curriculum (June 21-Aug. 2). Sister M. Edith, M.A.

Marquette University, 1131 W. Wisconsin Ave., Milwaukee 3.

Institutes:

Visual Aids (July 16 and 18). Dr. Ella C. Clark.

Radio. Uses in Education.

Pupil Guidance.

Discipline. Ethel M. Wurdack.

The Laity and the Mass. Rev. Gerald Ellard, S.J.

Education:

Various professional courses for elementary and secondary teachers.

(Summer courses are held from June 4 to July 29.)

CANADA

St. Patrick's College, Echo Drive, Ottawa, Ont.

Religion:

Summer courses in the school of religion include apologetic, dogmatic, and moral theology; Scripture; and Church history (June 20-Aug. 26) (Credit of 2 sem. hrs. for each subject.) Director, Rev. G. N. Dowsett, O.M.I.

Social Welfare:

Dynamics of Human Behavior. Rev. Swithun Bowers, O.M.I., B.A., M.S.

Basic Concepts of Social Case Work. Rev. Francis J. Hennessy, O.M.I., B.A., S.T.B., Ph.L., M.S.

The Use of Basic Casework Techniques. Rev. Swithun Bowers.

Public Welfare Services. Rev. F. J. Hennessy.

Problems of Disease. Philip E. Doyle, B.A., B.S., M.D., C.M.

Group Processes. Rev. F. J. Hennessy.

Interviewing Skills. Rev. S. Bowers.

Child Welfare Services. Margaret Mathien, B.A.

Montreal University, Montreal, P.Q.

French Summer School:

A French summer school will be held for 45 days, beginning June 27. Director, J. A. Houppert.

University of Ottawa, Ottawa, Ont.

Summer school, July 2-Aug. 9. Graduate and undergraduate courses in education, psychology, vocational guidance, etc. Director, Rev. Paul J. Dufour, O.M.I.

St. Joseph's University College, Edmonton, Alta.

Philosophy:

Modern Scholastic Philosophy (July 4-Aug. 12). Brother L. Thomas.

(Concluded on page 27A)

Summer Schools

(Concluded from page 24A)

SWITZERLAND

The University of Fribourg will conduct a Catholic summer school, July 18-Aug. 27, primarily for American teachers and students.

- I. History and European Civilizations.
- II. The Church in Contemporary Europe.
- III. Main Contemporary Philosophical Currents.
- IV. European Politics.
- V. Economic and Social Problems of Europe Today.

(For further information write to the National Catholic Educational Association, 1312 Massachusetts Ave., N.W., Washington 5, D. C., or direct to the University of Fribourg.)

(More Summer Schools Will Be Listed in the June Issue)

Films for Catholic Schools

(Continued from page 21A)

Limestone Caverns. The physical and chemical action of water and atmosphere on strata and deposits is shown in process. The formation of stalagmites, stalactites, spattercones, helictites, and oolites. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Atomic Energy (see Chemistry).

Animal Life (see Biology).

Chemistry and a Changing World (see Chemistry).

Development of Communication. Traces the development of modern methods of communication, including the telegraph, telephone, wireless, and radio. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Fundamentals of Diet (see Biology).

Mosquito (see Biology).

Principles of Cooking (see Chemistry).

The Flow of Electricity. The factors which affect the flow of electricity through a simple electrical circuit. 16mm. Sound. 10 min. *Y.A.F.* B. & W. \$38.50.

Geography

The Earth and Its Peoples. A series of geography studies produced by Louis De Rouchemont. The film talks about people, not simply names on maps. 16mm. Sound. 23 min. *A.W.F.* B. & W. \$100.

Modern Mexico. The principal cities. Architectural achievements, people, and business. Transportation, housing education, harbors, and exports. 16mm. Sound. 11 min. *S.M.B.* B. & W. \$49. Color \$85.

Development of Communication (see General Science).

Northeastern States (see Economics).

Regional Geography—The United States (see Economics).

We of the West Riding. The people of Yorkshire, England, at work and at play. 16mm. Sound. 22 min. *B.I.S.* B. & W. \$44.

Guidance

I Want To Be a Secretary. A visit to a large office gives the student the opportunity to see for herself the different kinds of work to be done in one phase of clerical work. 16mm. Sound. 20 min. *Coronet*. B. & W. \$67.50. Color \$135.

Aptitudes and Occupations. An analysis and illustration of six basic aptitudes: mechanical, clerical, social, musical, artistic, and scholastic. The choice of a vocation. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

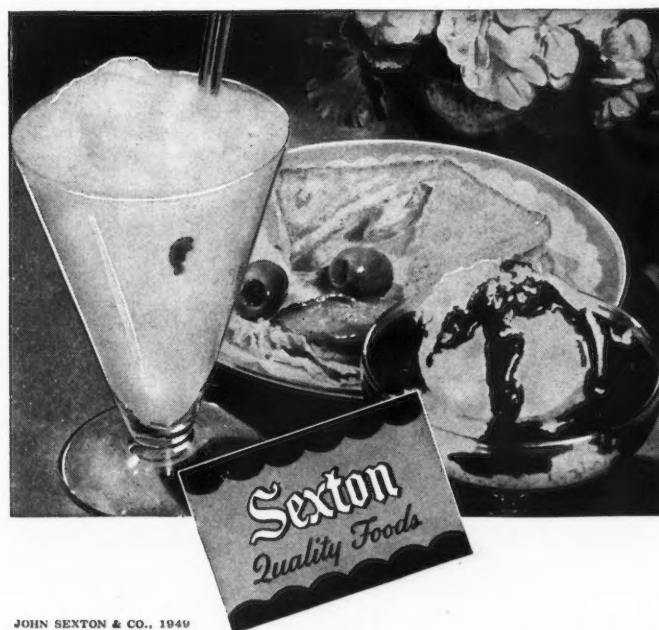
Health

Fundamentals of Diet (see Biology).

Mosquito (see Biology).

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Home Economics

What Is Cloth? The practical facts about fibers, yarns, and weaves. Firmness of weave, durability, luster, heat conductivity, cleanliness and washability. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Fundamentals of Diet (see Biology).

Principles of Cooking (see Chemistry).

Sewing Fundamentals. Explains the fundamentals of sewing and the basic sewing tools. 16mm. Sound. 10 min. *Y.A.F.* B. & W. \$38.50.

Language Arts

Improve Your Reading. A treatment of reading deficiencies. Narrow perception span; rapid, careless reading; word calling. Specific remedies are illustrated. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

How To Read a Book. The use of the preface, footnotes, and index. How to select the best books for a particular research purpose. 16mm.

Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

The Earth and Its Peoples (see Geography).

Story of Christopher Columbus. Life of Columbus. Organization of expedition. The landing at San Salvador in 1492. 16mm. Sound. 22 min. *E.B.F.* B. & W. \$76.50. Color \$162.

How Do You Do? The acceptable forms of social introductions. The film analyzes each situation and offers suggestions and criticisms. 16mm. Sound. 15 min. *Y.A.F.* B. & W. \$45.

Mathematics

The Language of Graphs. The use of graphs in illustrating stories in a school paper. Bar, line, circle, and equation graphs. 16mm. Sound. 15 min. *Coronet*. B. & W. \$45. Color \$90.

Physical Education

Basketball Fundamentals. Shooting, passing, dribbling, defensive and offensive footwork.

(Continued on page 28A)

The National Leader in High School Religion --

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the OUR QUEST FOR HAPPINESS
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Films for Catholic Schools

(Continued from page 27A)

16mm. Sound. 14 min. *Coronet*. B. & W. \$56.25.

Volleyball for Boys. How to serve, volley, and spike the ball. Methods of offensive and defensive play. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45.

Catching Fundamentals. How to crouch and signal, how to throw the ball, how to catch the pitch, field fouls, and back of first base. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Batting Fundamentals. Selecting the right bat, using the correct grip, taping a proper stance, keeping his eye on the ball, using a level swing into the ball, and finishing with a complete follow-through. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Ball Handling in Football. Receiver stance, position of hands. Catching ball from center, catching punts and long passes, handling ball in close and spinner plays, and shifting ball from side to side in running. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Blocking in Football. Importance of speed, power, drive, follow-through, timing, and body control. Cross-body block and shoulder block. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Tackling in Football. The importance of correct starting position, speed, drive, sure grip, timing, and body control. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Swimming Techniques for Girls. The crawl, backstroke, breast stroke, and flying fish strokes. Arm motion, kicking action, breathing, and body streamlining. 16mm. Sound. 10 min. *Coronet*. B. & W. \$45. Color \$90.

Soccer for Girls. The various traps, dribbles, and passes. 16mm. Sound. 10 min. *Coronet*. B. & W. \$45. Color \$90.

Speedball for Girls. Players position on the field, rules of the game, and techniques of developing team co-operation and individual skills including kicking, volleying, juggling, passing, and receiving. 16mm. Sound. 10 min. *Coronet*. B. & W. \$45. Color \$90.

Softball for Girls. Fundamental softball skills of throwing, catching, batting, and fielding. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Physics

The Nature of Color. Newton's explanation of the rainbow, the principles of color, reflection, and absorption, the mixing of colors by addition and by subtraction, and the application of color principles to painting, printing, and photography. 16mm. Sound. 11 min. *Coronet*. Color \$90.

Matter and Energy. Matter and energy in the universe. Matter in its different forms, physical and chemical change, the laws of conservation of matter and energy. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Atomic Energy (see Chemistry).

Development of Communication (see General Science).

Religion

Loyola Films. A series of films illustrating several Bible stories. 16mm. Sound. 20 min. *L.F.* B. & W. Lease only.

The Perfect Sacrifice. A description of low Mass with the commentator giving the various prayers. 16mm. Sound. *Queens*. 24 min. Color \$150.

The Vatican of Pius XII. Scenes of the Pope and Vatican City. 16mm. Sound. 22 min. *M.T.* B. & W. \$60.

The Holy Sacrifice of the Mass. The actions of the Mass with pictures of the Old and New Testaments. 35mm. Film strips. 118 frames. *C.V.E.* Color \$15.

The Story of Fatima. A visual and audio story of Fatima. 35mm. film strips. 97 frames. *C.V.E.* Color \$15. With three records of narrations, \$20.

A Walk Through Vatican City. Original photographs of the Holy City. 35mm. Film strips. 54 frames. *Budek*. B. & W. \$3.

Hail Mary—Rosary Meditations. Four 12-in. records synchronized with 69 frames on 35mm. *C.V.E.* Color \$15 with records.

Habemus Papam. A film strip concerning the conclave and the celebrations of the coronation of Pope Pius XII. 35mm. Film strip. 64 frames. *Budek*. B. & W. \$3.

The House I Live In. Frank Sinatra in a plea for racial and religious tolerance. 16mm. Sound. 10 min. *Y.A.F.* B. & W. \$27.50.

Social Studies

Parliamentary Procedures in Action. The proper procedures for running a school club, making motions, seconding and amending them, calling for a division of the house, rising to a point of order, tabling a motion. 16mm. Sound. 18 min. *Coronet*. B. & W. \$56.25.

How We Elect Our Representatives. Registration, the primary election, the campaign, the voting, and the counting of ballots. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Powers of Congress. A chaotic world in which Congress has been suspended. The resulting confusion makes the student realize that we must be careful in the selection of our representatives. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Forests and Conservation. The government and progressive lumber companies joining forces to save trees through a program of selective logging, reforestation, and fire prevention. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

The Navajo Indian. The carding, dyeing, and the weaving of rugs. At the trading post. Working the fields. Producing silverwork. 16mm. Sound. 11 min. *Coronet*. Color \$90.

A Day With English Children. Breakfast, school classes, cricket, and coming home to study. While these children's customs differ, they really have a great deal in common with us. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

The Earth and Its Peoples (see Geography).

Modern Mexico (see Geography).

Atomic Energy (see Chemistry).

Colonial Expansion. Expansion in North America from 1492 to the Revolutionary War. The struggle for dominance by the English, French, and Spanish. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Chemistry and a Changing World (see Chemistry).

Development of Communication (see General Science).

Democracy. True democracy is characterized by at least two signs: Shared Respect and Shared Power. There are two conditions favoring its development: Economic Balance and Enlightenment. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Northeastern States (see Economics).

Regional Geography—The United States (see Economics).

Story of Christopher Columbus (see Language Arts).

We of the West Riding (see Geography).

Down to the Sea. Scenes of ships in stormy seas. The work of designers, engineers, and craftsmen in ship building. The launching of ships. 16mm. Sound. 23 min. *B.I.S.* B. & W. \$56.25.

Federal Government Series. Five slide films on: Our Congress; Department of Interior; Department of Agriculture; Post Office Department. 35mm. Slide films. Five in Series. *Y.A.F.* Single strip \$3. Complete Series \$12.50.

How Do You Do? (see Language Arts).

Meet Your Federal Government. The three main divisions: legislative, executive, and judicial. 16mm. Sound. 15 min. *Y.A.F.* B. & W. \$45.

The House I Live In (see Religion).

COLLEGE

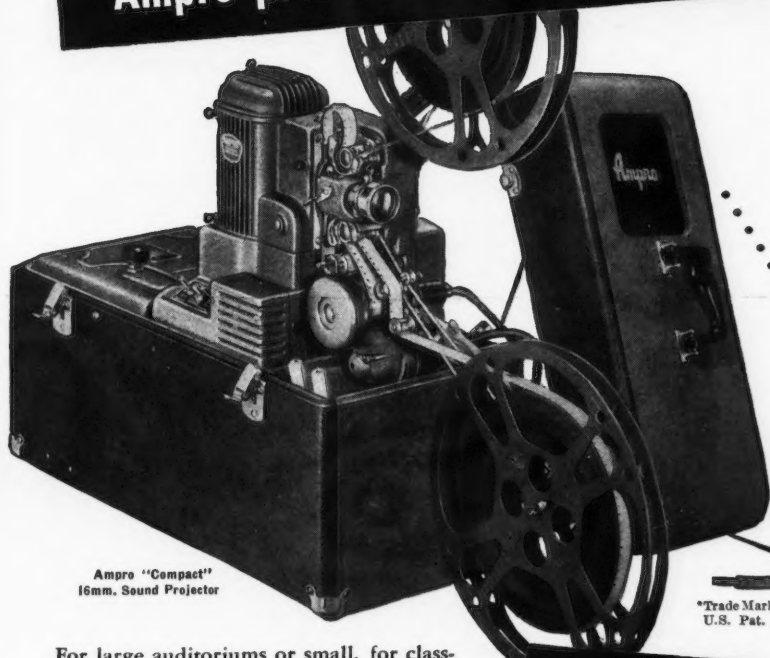
Art

Drawing With Pencil. The film emphasizes the following important points: general design; thumbnail sketching; preparation of the pencil point; drawing sharp lines; making broad masses; and achieving textures of wood, brick, shingles, stone, and foliage. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

(Concluded on page 32A)

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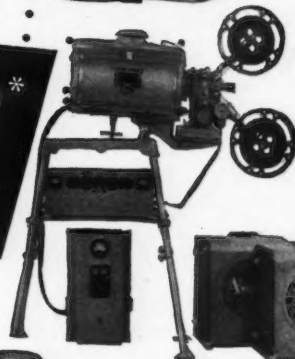
Ampro "Compact"
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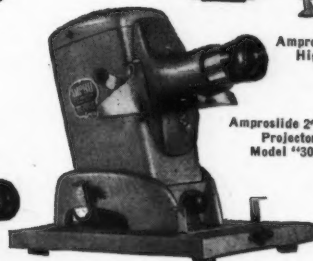
Amprosound
"Premier-20" 16mm.
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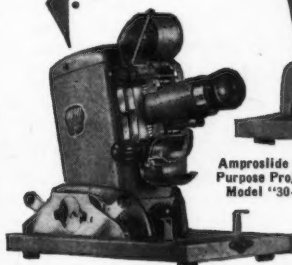
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16mm. Silent
Projector



Amprosound Model "AA" 16mm.
High Intensity ARC Projector



Amproslide 2" x 2"
Projector
Model "30-A"



Amproslide Dual
Purpose Projector
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Write today for illustrated circular giving full details and prices of Ampro models in which you are interested. Also for FREE copy of illustrated booklets "Toward a Better World" (how churches are utilizing sound pictures) and "A New Tool for Teaching" (the story of sound films in the classroom) or "A Powerful Aid to Industry" (how industry can use sound films). These informative booklets will be mailed to you FREE, postpaid.

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Catholic Education News

(Continued from page 22A)

was professor of English at Manhattanville College from 1933-47. He had been honored by the Spanish government, and in 1941 the University of Notre Dame awarded him the Laetare Medal.

• **BROTHER BERNARD WEPPELMANN, S.M.**, at the Marianist Preparatory in Beacon, N. Y., at the age of 92. The oldest Marianist, he served as director of several of the Order's eastern schools until 1917, and as a teacher until 1932.

• **MOTHER MARIE AUBERT**, a Religious of Christian Education, in Echauffour, France. One of the first of her Congregation to work in America, she founded several houses including St. Peter's School in Waltham, Mass., Marycliff Academy in Arlington, and Jeanne d'Arc Academy and a novitiate in Milton, Mass.

• **REV. BERNARDINE B. MYERS, O.P., M.E., S.T.L.R.**, president of the secondary school department of the National Catholic Educational Association, in Oak Park Hospital, Oak Park, Ill., after an illness of several months.

EDUCATIONAL MEETINGS

Green Bay, Wis.

The Wisconsin Unit of the National Catholic Music Educators Association met April 29-May 1. Father N. Orville Greese of Green Bay was general chairman. Speakers included Rev. Edmund J. Goebel, Milwaukee archdiocesan superintendent of schools, and Rev. E. J. Westerberger, superintendent of schools for the diocese of Green Bay, and for the Liturgical session, Father Julian Arendt, O.F.M., of Pulaski and Father Philip Weller of Dorchester.

Boston, Mass.

High-lighting the meeting of the American Catholic Philosophical Association in Boston, April 19-20, was the debate between Rev. Gerard Smith, S.J., of Marquette University and Anton Pegis of the Pontifical Institute of Medieval Studies, Toronto, upon whether or not man has a natural end.

Chicago, Ill.

The fourth annual national conference on higher education met, under the sponsorship of the Department of Higher Education, April 4-7, to discuss co-operatively some of the critical problems facing American higher education.

St. Bonaventure, N. Y.

The general theme for the 30th annual Franciscan Educational Conference, to meet at St. Bonaventure's College, June 27-29, is "Practical Moral Guidance Today." Fields of discussion are marriage, medicine, educational and vocational moral guidance, and politico-economic social subjects. Special topics to be considered are atomic and bacteriological warfare, business and professional ethics, truthful news dissemination and propaganda, crime and delinquency, euthanasia and suicide, just wages and profits, and guidance of youth groups.

Rev. Pius Barth, O.F.M., president of the Franciscan Educational Conference and head of De Paul's school of education, will preside. Other officers are Rev. Basil Heiser, O.F.M.Conv., Carey, Ohio, vice-president; Rev. Sebastian Micklas, O.F.M.Cap., Capuchin College, Brookland, D. C., secretary; and Rev. Irenaeus Herscher, O.F.M., St. Bonaventure, treasurer. Nearly 500 Franciscans—Friars Minor, Capuchins, Conventuals, priests of the Third Order Regular, Brothers, and nuns—are expected to attend.

Santa Fé, N. Mex.

Principals of the Catholic schools in the Archdiocese of Santa Fé met April 9, at St. Michael's College to discuss "The Use of the Film in Cath-

olic Schools." Anatole Lindsay, director of the Catholic Department of Films Inc., New York, lectured on the philosophy of the educational and recreational use of the film. Brother Anthony, F.S.C., of St. Michael's College, conducted a class demonstration with upper grade pupils.

SIGNIFICANT BITS OF NEWS

Bibliotherapy

A prominent New York psychiatrist, a Jew, has recommended that his patients read Father Keller's *You Can Change the World*, because it will help them to find spiritual purpose—the one thing they need—in life.

Canonization Processes

A secret consistory has been held in the Vatican in preparation for five canonizations. The College of Cardinals voted on March 14 on the canonizations scheduled for this year of Blessed Jeanne de Lestonnac, foundress of the Sisters of the Blessed Virgin Mary, and Blessed Maria Guiseppe Rosella, who founded in Italy the Daughters of Our Lady of Mercy, and on three proposed for next year: Blessed Jeanne of Valois, who founded the Order of the Annunciation, and Sisters Barolomea Capitano and Vincenza Gerosa, cofounders of the Sisters of Charity in Brescia, Italy.

Beatification of Junipero Serra

One process in America of the cause for the beatification of Fra Junipero Serra is yet to be completed: the investigation of his reputation for holiness and miracles in life and after death.

Interracial Summer School

Friendship House this year has scheduled four one-week sessions for the Summer School of Interracial Living, conducted annually at St. Joseph's Farm, Marathon, Wis. The School gives black and white students, professional persons, housewives, workers, seminarians, etc., a chance to study, play, pray, and work together.

May Day for Russia

The Christophers Movement this month sponsors its third May Day of prayer for Russia and the peoples she dominates. The Christophers of Los Angeles, who last year found the Hollywood Bowl too small for the crowd which came to recite the rosary for Russia, are making use of the Los Angeles Coliseum, which seats 110,000 people.

Spiritual Jubilee Bouquet

Sodalists in all parts of the world have contributed to a spiritual bouquet to be presented to the Pope on May 8, World Sodality Day, in honor of the 50th anniversary of his ordination to the priesthood. The offering of each Sodality will be presented upon individually designed sheets of parchment giving the name of the parish and the location and number of religious vocations the Sodality has produced.

Nineteenth Summer School of Catholic Action

This year's Summer School of Catholic Action will center its activities around the Apostolic Constitution of Pius XII and the challenge, "The Christian in Action," presented last fall by the American hierarchy. Sessions will be held at St. Louis University, in Denver, San Antonio, Detroit, New York, Washington, D. C., Chicago, and, for the first time in the Northwest, at Gonzaga University, Spokane.

National School Lunch Program

Figures released April 1, by the Production and Marketing Administration of the Department of Agriculture show that participation in the School Lunch Program in November, 1948, had increased 15.9 per cent over the preceding year. 6,900,000 children in 48,000 schools benefit from the plan.

N.C.E.A. Index

The "Index of the Publications of the National Catholic Educational Association, 1934-1948" is published by the N.C.E.A., 1312 Massachusetts Ave., Washington 5, D. C. Entries are listed under

(Continued on page 34A)

*Lighten
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Life of ST. PAUL Series

16mm. Sound Teaching Films



ST. STEPHEN, *Martyr*

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2 reels, 20 minutes. Rental, \$6.00 per day. Extra days, \$3.00
School system rate for five days Monday to Friday, \$15.00

A powerful drama from the Bible about Stephen, who, after Christ's crucifixion, is the first disciple martyred in the test of his Faith. Stephen, a shining example from that day forward for Catholic youth, persisted in his preaching and belief in the Gospel of Jesus Christ. He was stoned to death by persecutors of the faith, among the leaders of whom was Saul of Tarsus.

This first episode introduces Saul of Tarsus, persecutor of Christians, who was so affected by Stephen's devotion and forgiveness of those that killed him, that he embraces Christianity in later episodes and goes on to be St. Paul, the greatest Christian Missionary.

Episode 2: Calling of Paul

Episode 3: Ministry of Paul

(Ready for release — June)

19 BIBLICAL FILMS

for parochial Christian Doctrine classroom use. These films repay their rental a thousand times by striking home the Catholic viewpoint so effectively that even the most difficult student cannot help but absorb the lesson.

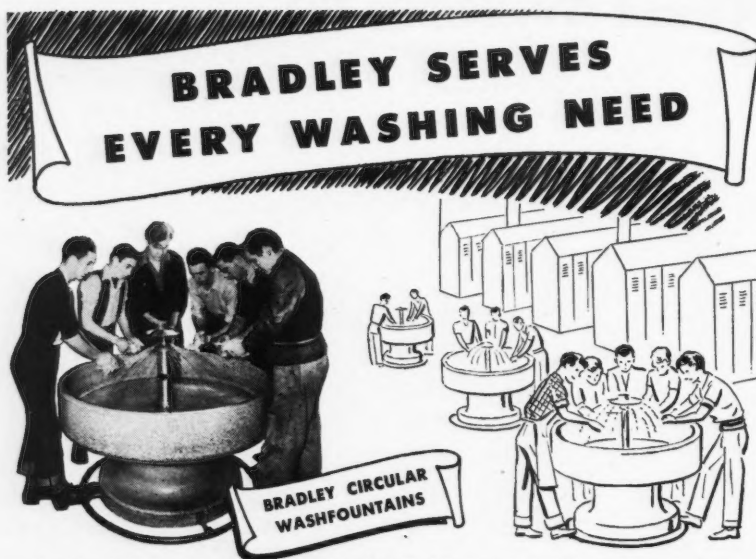
Now in production three additional episodes covering Paul's return to Jerusalem, ministry in Antioch and mission to Greece.



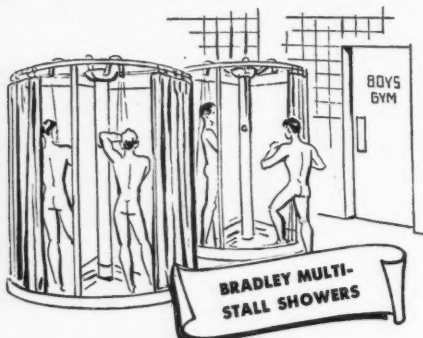
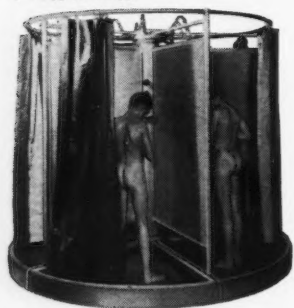
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A guide to washroom arrangements — illustrated Booklet 4701 will be mailed on request.



Films for Catholic Schools

(Concluded from page 28A)

Basic Skills

How to Judge Facts. Students should establish a judicious mental attitude toward fact finding. They should guard against platitudes, false analogies, assumptions, and double meanings. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Building an Outline. The mechanics of outline. 16mm. Sound. 10 min. *Coronet*. B. & W. \$45. Color \$90.

How to Write Your Term Paper. A term paper is assigned on the topic "Airport Traffic Control." The students go to the airport studying traffic operation, organize their findings, and actually write the term paper. 16mm. Sound. *Coronet*. B. & W. \$45. Color \$90.

Biology

The Growth of Flowers. Time-lapse photography shows the growth of the rose, orchid, daffodil, jack-in-the-pulpit, and iris. 16mm. Sound. 11 min. *Coronet*. Color \$90.

Chemistry

Atomic Energy. Basic understanding of atomic energy. Parts and structures of atom. Natural radioactivity, nuclear synthesis, and nuclear fission. Photosynthesis and combustion. 16mm. Sound. 11 min. *E.B.F.* B. & W. \$45.

Commercial Subjects

Work of the Stock Exchange. The corporation and the stock exchange. Buying and selling operation on the exchange floor and in the broker's office. 16mm. Sound. 20 min. *Coronet*. B. & W. \$67.50. Color \$135.

General Science

Atomic Energy (see Chemistry).

Limestone Caverns. The physical and chemical action of water and atmosphere on strata and deposits is shown in process. The formation of stalagmites, stalactites, spattercones, helictites, and oolites. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Guidance

Aptitudes and Occupations. An analysis and illustration of six basic aptitudes: mechanical, clerical, social, musical, artistic, and scholastic. The choice of a vocation. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Physical Education

Blocking in Football. Importance of speed, power, drive, follow-through, timing, and body control. Cross-body block and shoulder block. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Ball Handling in Football. Receiver Stance, position of hands. Catching ball from center, catching punts and long passes, handling ball in close and spinner plays, and shifting ball from side to side in running. 16mm. Sound. 10 min. *E.B.F.* B. & W. \$45.

Tackling in Football. The importance of correct starting position, speed, drive, sure grip, timing, and body control. 16mm. 11 min. *E.B.F.* B. & W. \$45.

Catching Fundamentals. How to crouch and signal, how to throw the ball, how to catch the pitch, field fouts, and back of first base. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Batting Fundamentals. Selecting the right bat, using the correct grip, taking a proper stance, keeping his eye on the ball, using a level swing into the ball, and finishing with a complete follow-through. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Basketball Fundamentals. Shooting, passing, dribbling, defensive and offensive footwork. 16mm. Sound. 14 min. *Coronet*. B. & W. \$56.25.

Volleyball for Boys. How to serve, volley, and spike the ball. Methods of offensive and defensive play. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45.

Soccer for Girls. The various traps, dribbles, and passes. 16mm. Sound. 10 min. *Coronet*. B. & W. \$45. Color \$90.

Speedball for Girls. Players' position on the field, rules of the game, and techniques of developing team co-operation and individual skills, including kicking, volleying, juggling, passing, and receiving. 16mm. Sound. 10 min. *Coronet*. B. & W. \$45. Color \$90.

Softball for Girls. Fundamental softball skills of throwing, catching, batting, and fielding. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Physics

The Nature of Color. Newton's explanation of the rainbow, the principles of color, reflection, and absorption, the mixing of colors by addition and by subtraction, and the application of color principles to painting, printing, and photography. 16mm. Sound. 11 min. *Coronet*. Color \$90.

Matter and Energy. Matter and energy in the universe. Matter in its different forms, physical and chemical change, the laws of conservation of matter and energy. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

Atomic Energy (see Chemistry).

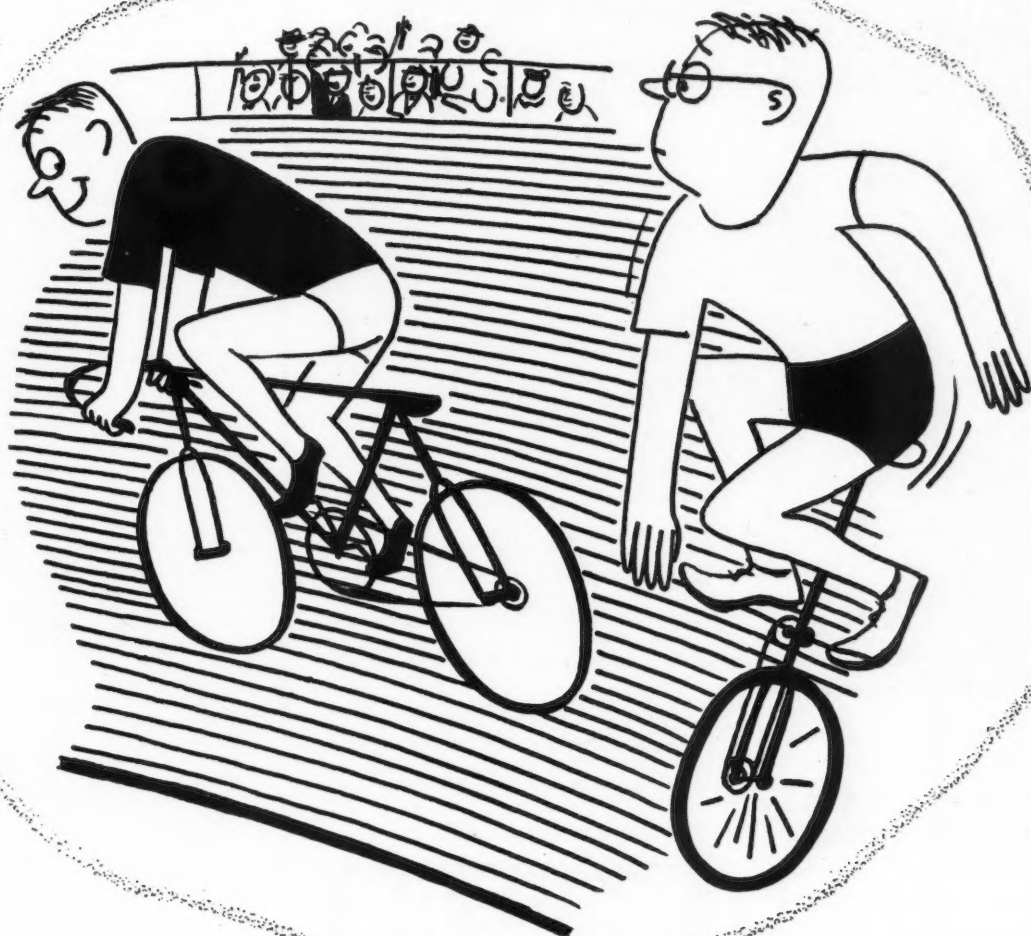
Social Studies

Down to the Sea. Scenes of ships in stormy seas. The work of designers, engineers, and craftsmen in shipbuilding. The launching of ships. 16mm. Sound. 23 min. *B.I.S.* B. & W. \$56.25.

Atomic Energy (see Chemistry).

Powers of Congress. A chaotic world in which Congress has been suspended. The resulting confusion makes the student realize that we must be careful in the selection of our representatives. 16mm. Sound. 11 min. *Coronet*. B. & W. \$45. Color \$90.

The Navajo Indian. The carding, dyeing, and the weaving of rugs. At the trading post. Working the fields. Producing silverwork. 16mm. Sound. 11 min. *Coronet*. Color \$90.



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Wyandotte Detergent cleans oil-painted surfaces of all kinds without scratching, dulling or discoloring the washed areas. It is safe on any surface that water alone will not harm. And it's economical to use. A few cents' worth of Wyandotte Detergent will leave 500 square feet of solid paint looking bright as new.

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Floors of all types are mopped safely with F-100. And a stronger solution is excellent for dewaxing floors.

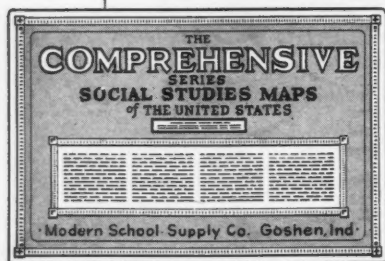
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Catholic Education News

(Continued from page 30A)

author, title, and subject. Topics listed include blind education, delinquency, character education, libraries, religion, teacher training, war, and youth.

Summer Courses in Education of the Near-Blind

The National Society for the Prevention of Blindness, calling attention to the shortage of teachers and supervisors in the education of the partially seeing, has announced that summer courses in this field are being offered at Florida State University, Illinois State Normal University, Los Angeles State College, Michigan State Normal College, San Francisco State College, University of Hawaii, Tulane University, Wayne University, and Teachers' College, Columbia University.

PUBLIC SCHOOL RELATIONS

Dixon Decision

District Judge E. T. Hensley's published decision upon the Dixon case is indeed, as last October he said it would be, "generally in favor of the plaintiffs." Sisters, who have been teaching in New Mexico's public schools are "forever . . . barred from receiving any school money and employment in the public schools of the state." The Judge cited the following as unlawful practices in northern New Mexican schools: holding tax-supported classes in Church-owned buildings with sectarian emblems; using a multiple rather than a uniform list of approved texts; furnishing "sectarian-indoctrinated" textbooks to tax-supported schools; furnishing free textbooks to Catholic parochial schools; teaching sectarian doctrines in public schools; and furnishing free school bus transportation to parochial school children.

The trial became necessary when certain townspeople objected to the school board's plan to hire

nun teachers for Dixon's new high school. The plaintiffs were aided in preparing their case by E. Hilton Jackson of Washington, D. C., a member of the Protestants and Other Americans United for the Separation of the Church and State. Charles E. Fahey, former U. S. Solicitor General, was one of the attorneys for the defense. The two hundred defendants—nuns, Brothers, priests, and state and local school officials—based their case upon the service religious communities have given in teaching, by community request, where no other teachers would work.

Buses Again

According to A. J. Phillips, its secretary, the Michigan Education Association is not opposed to permitting nonpublic school children to ride in public school buses along already established routes, but the bill, now before the Michigan legislature, which introduces the practice, has caused "some public school people" concern because they feel it is "an entering wedge for state aid to private schools for textbooks, lunches, and other purposes." Phillips warned Michigan lawmakers that if too much assistance is given private schools, voters may force a constitutional amendment requiring attendance at public schools only.

Federal Aid to Education

The Senate Education and Labor Committee approved unanimously the Thomas Federal Aid to Education Bill, which like its predecessor, the Taft Bill, leaves the question of benefits for nonpublic school children to the discretion of the state—in reality limiting assistance to public schools only. However, a twin bill, concerned with the health of school children, states that examinations and assistance under the bill will be "made available to children on a just and equitable basis, without regard to race, creed, color, or nationality, or the location or character of the school." And though committee approval for the Thomas Bill kills the McMahon-Johnson bill, which included health service, transportation, and textbooks for nonpublic school children, there is still the chance that during the debate the Thomas Bill may be amended to include its principles.

The latest education bill introduced into the House, by Rep. John Lesinski of Michigan, follows the suggestions of the American Federation of Labor, providing for salaries to public school teachers, services for children from 5 to 17 years of age in all schools, scholarships to enable needy children to remain in school, additions to the public school plant, and eradication of adult illiteracy. Nonpublic school children would receive health benefits, nonreligious textbooks, and transportation. Apparently each state is to decide which educational institutions, public and nonpublic, needy students assisted by federal funds may attend.

The principles that Catholics would like included in a Federal Aid to Education Bill were clarified by Msgr. Frederick G. Hochwalt, director of the education department, National Catholic Welfare Conference, in a speech to the board of directors of the Catholic Daughters of America. Bills for school aid have been introduced unsuccessfully into Congress since 1870. Catholics opposed these measures, at first, because included with financial support was a proposed Federal Department of Education, a centralization of control dangerous to freedom of education, to local management of schools, and most of all to the right of parents to choose for their children the kind of education they want them to have. In 1936, however, advocates of federal aid, realizing that such a department was not only unacceptable to most Congressmen, but also undesirable, have proposed bills which include restrictions against federal interference in educational policies. Toward measures of this period the N.C.W.C. was non-committal, insisting, however, that permanent aid to education should be debated on its own merits, rather than pushed into law because of the emergency created by depression and war, and

(Continued on page 50A)

New Supplies and Equipment

Production, Service, and Sales
News for School Buyers

New Coronet Films

Recent Coronet 1 reel, 16mm. films include:

Developing Leadership, a guidance film produced with the collaboration of William E. Young, Ph.D., of New York State University, tells how Bert successfully assumed leadership when a flood struck his community. *Ways to Good Habits* (collaborator: William E. Young, Ph.D.) demonstrates to primary school children the importance of habits and the ways which will develop good ones. *Improve Your Pronunciation* (collaborator: Davis Edwards, of the University of Chicago) presents a program of speech improvement through the person of Bill, who is rehearsing his speech for a class banquet. *Carbon and Its Compounds* (collaborator: Therald Moeller, Ph.D., of the University of Ill.) is a description of the different forms of carbon and the ways in which it compounds organically and inorganically. *Family Life* (collaborator: Florence M. King, University of Illinois), a home-economics film, illustrates the advantages of good home management through the story of the Millers, who by planning and co-operation, have earned the time to enjoy life as a family should. *Rest and Health* (collaborators: Dean F. Smiley, M.D., and Fred V. Hein, Ph.D., Bureau of Health Education) tells how the coach convinced George that to win the track meet and keep his girl, George needed sleep and plenty of it.

Coronet Films, Coronet Bldg., Chicago 1, Ill.

Films and Textbooks Correlated

Encyclopaedia Britannica Films, Inc., has issued a correlation of nearly 300 widely used American textbooks with an equal number of its classroom sound films. Twenty publishers have co-operated in the project. Another correlation book just released lists EBF films and film strips in science for Catholic elementary schools suitable for use with *Guiding Growth in Christian Social Living*. These have been prepared by Sister M. Aquinas, O.S.F., a member of the staff of the Commission on American Citizenship of The Catholic University of America. The list is for the first six grades of the elementary school.

A copy of either or both of these books may be obtained from:

Encyclopaedia Britannica Films, Inc., Wilmette, Ill.

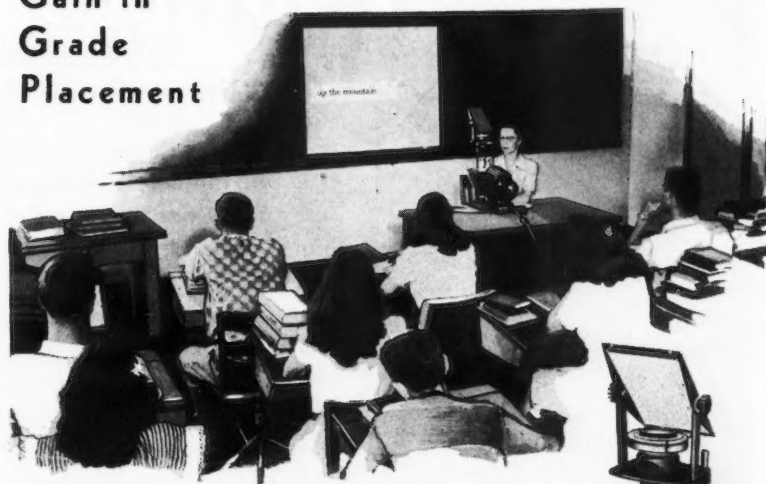
Justifying Typewriter

Underwood is now marketing, in a variety of type styles, an automatic typewriter, on which the typewritten line can be extended 4, 2, or 3 spaces and contracted one or two spaces to justify, or even, the right margin. The mechanism—a variable pitch rack—which accomplishes this, doesn't interfere with ordinary typing. The ma-



The New Underwood Electric Typewriter.

54% Over Average Gain in Grade Placement



59 Remedial Readers

..... 20 minutes' daily use of
KEYSTONE Tachistoscope



This study, recently conducted in a public school, produced results that may be accepted as typical.

140 leading reading clinics and 1,000 school systems are using the Keystone Tachistoscope successfully.

Obviously there can be no prediction of the gain in grade placement under other conditions . . . but an examination of this remedial reading study (and others made with regular classes) will be helpful in approximating the progress attainable.

The Reports of Tachistoscopic Studies will be sent upon request, entirely without obligation.

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Record English Course for Spanish Speaking Peoples

RCA and The Macmillan Co. have published *El Ingles de los Estados Unidos*, a course of study for Spanish speaking peoples in American language and customs. Written and recorded by Rev. P. Carlo Rossi, S.J., chairman of the department of romance languages at the University of San Francisco, each lesson consists of a dramatized scene in English, with a phonetic transcription, a parallel Spanish translation, a point in grammar, and two sets of vocabulary exercises. The scene in English and the exercises are recorded in two

albums of double-faced 17-in. records. Information about the course is provided by Radio Corporation of America, RCA Victor Division, Camden, N. J.

Multi-Copy Writing Machine

On Underwood's new fanfold writing machine with a standard keyboard electrically operated, automatic electric carriage return, two-position intermediate carriage return, a full length tabulator bar plus a palm tabulator, a transparent form cutting knife, a new form measuring guide, and a floating sheet carbon paper bracket plate, an operator with less physical effort can produce more and better multi-copy work.

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(Continued on page 36A)



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New Supplies

(Continued from page 35A)

Filmstrips for Chemistry

The Text-Film Department of McGraw-Hill Book Company has produced a series of nine 35mm. silent film strips on chemistry. Correlated with Weaver and Foster's *Chemistry for Our Times*, the films cover the kinetic molecular theory, the atomic theory, the chemical formula, equations, the structure of the atom, ionization, acid and basic solutions, electrolysis, and the periodic table. Topics were chosen on the basis of a questionnaire sent to high school and junior college chemistry teachers who indicated that these were the subjects most difficult for their students

to understand. In order to make chemistry more significant to the student, the films are related as much as possible to daily life.

The McGraw-Hill Book Company, Text-Film Department, 330 West 42nd St., New York 18, N. Y.

Plane Geometry Films

A series of 15 16mm. sound films dealing with every phase of plane geometry may now be obtained from *Knowledge Builders Classroom Films*, 625 Madison Ave., New York 22, N. Y.

Commercial Dishwashing Slidefilm

"Modern Commercial Dishwashing," a sound slide film describing methods of maximum efficiency and bacterial control in both hand and machine dishwashing may be obtained, together with a booklet for audience distribution, by writ-

ing Wyandotte Chemicals Corporation, Wyandotte, Mich.

New Catholic Visual Education Branch

Catholic Visual Education, Inc., producers of visual media for Catholic schools, is opening new display offices and a projection room at 15 Barclay St., New York City. The Vatican City Religious Book Co. has new sales and display facilities at the same address.

New Photocopy Camera

The Record Dextragraph is more versatile, easier to use, and completely mobile for point-of-use operation. It plugs into any standard 110-volt electrical outlet. It can be used in conjunction with a darkroom or film can be removed in a light-tight box for later development. The camera can copy records as large as 14 by 17 inches. Positive adjustments and an automatic timer make copying simple. The average output is 150 fully processed, completely accurate photocopies an hour. The Dextragraph, of steel, finished in Gray-Rite, with rubber-tired ball-bearing casters, is 36 in. wide, 64½ in. high, and 57½ in. deep.

Photo Records Division, Remington Rand Inc., 315 4th Ave., New York 10, N. Y.

Loyola Films Distributor

Recently appointed distributor of Loyola Films in the Archdioceses of Baltimore-Washington is Kunz Motion Picture Service, 432 N. Calvert St. Folkemer Photo Service, 927 Poplar Grove St. is the other distributor for the area.

Plumbing Repair Kit

The Sexauer No. 100 Giant "Handy Andy" assortment, contained in a compartmented steel kit, has 1080 parts—a balanced stock of everything needed to rebuild any kind of faucet and many small valves.

J. A. Sexauer Manufacturing Co., Inc., 2503-05 Third Ave., New York 51, N. Y.



Sexauer Giant Handy Andy No. 100 for Rebuilding Faucets.

Reading Rate Controller

The Reading Rate Controller, a precision instrument for reading rate improvement designed by Dr. Guy T. Buswell, professor of education and psychology at the University of Chicago, not only effects increases in speed from 30 to 300 per cent, but also promotes flexibility of rate and improved reading habits. A bulletin containing a more detailed description may be obtained from

(Continued on page 38A)

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● No other playground device provides so much play capacity per square foot of ground area and per dollar of cost as JUNGLEGYM! That plus JUNGLEGYM'S safety record of more than one hundred million child-play-hours without one single serious accident are two reasons why you should give the children of your playground the advantage of JUNGLEGYM.



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You can rely on PORTER for the basic units you need for your playground . . .



No. 136 Stratosphere See-Saw
Sensationally new. Gives "ups-a-daisy" ride 33 1/3% higher than conventional see-saw, but with greater safety.



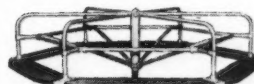
No. 58-F Playground Basketball Backstop
All-steel fan-shaped bank rigidly mounted on steel mast and braced for permanent service.



No. 38 Combination Set
Compact, economical unit that's ideal for limited ground areas. Six varieties of fun, healthful activity.



No. 105 Six-Swing Set
Sturdy 12-ft. frame held rigidly together with exclusive Porter fittings make this a permanent, safe unit.



No. 240 Merry-Go-Round
Will safely accommodate 30 children at one time. Noiseless, no-wobble, no-sway operation. An engineering marvel.

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OTTAWA, ILLINOIS

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FLOOR SEALS by BRULIN**DURAKOTE**

The Superior Finish For
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WORN LINOLEUM . . . ALSO
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is unaffected by soaps or solutions of
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DURAKOTE

is easy to apply, gives protection
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 penetrating qualities.

PORO-SEAL PORO-SEAL

a penetrating liquid floor sealer of
 high quality . . . dries rapidly, fills
 pores, toughens wood fibers.

SEALER 796 SEALER 796

designed to give greater penetrating
 power than the usual type seal. Per-
 forms same function as Poro-Seal but
 penetrates deeper into wood. As
 undercoat for heavier seals and waxes,
 Sealer 796 has no equal.

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BRULIN & CO Inc.

2939 COLUMBIA AVENUE
INDIANAPOLIS 5, INDIANA

New Supplies

(Continued from page 36A)

*The Three Dimension Co., 4555 W. Addison St.,
 Chicago 41, Ill.*



The Reading Rate Controller.

New Finish for Program Timers

Montgomery's synchronous program timers are
 now finished in a silver gray hamerloid baked
 enamel, which will not scratch, chip, or soil. All
 exposed metal parts are chrome plated for pro-
 tection against acid and tarnish.

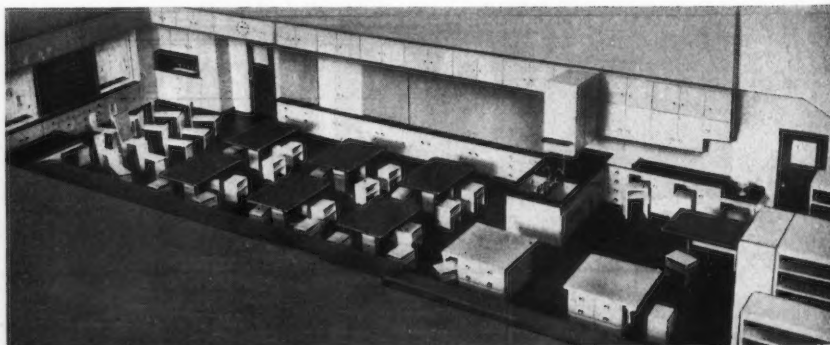
*Montgomery Mfg. Co., 549 Washington Blvd.,
 Chicago, Ill.*



*Montgomery Program Timer With the
 New Look.*

Sheldon Plans an Art Room

E. H. Sheldon & Co. has designed a model art
 workshop in which all the art activities of a
 school may be centered. One area of the room
 provides for painting, drawing, etc.; another area
 for clay modeling; one for light woodwork; and
 still another for metalwork. Desks, workbenches,
 and other equipment for various activities are
 available together with convenient storage space
 for supplies.



Model of the Sheldon Ideal School Art Room.

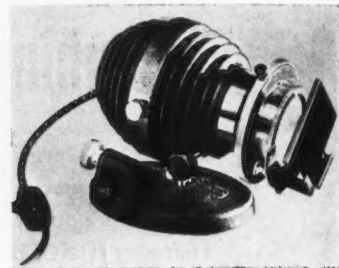
For more detailed information regarding the
 plan for a studio-workshop, write to:

E. H. Sheldon & Co., Muskegon, Mich.

Microscope Illuminator

The Spencer No. 735 Lamp, for routine and
 advanced laboratory work, furnishes Kohler and
 parallel illumination for bright field and phase
 microscopy, photomicrography, microprojection,
 and dark field illumination. Mechanical controls
 are external for user convenience, and cool opera-
 tion is guaranteed by ventilating fins and natural
 draft ventilation. The lamp is made of die-cast
 aluminum and uses a standard G.E. 100-watt,
 115-volt bayonet base bulb.

*American Optical Company, Scientific Instru-
 ment Division, Buffalo, N. Y.*



Spencer Microscope Illuminator.

THE CHALLENGER SCREEN

The new Challenger Da-Lite Beaded Screen is
 outstanding for performance, durability, and ap-
 pearance. It has an automatic adjustment for
 height, with positive inner lock and sure-hold
 suspension hook. The crystal beaded surface on
 the pyroxylin base is the cause of the high
 efficiency.

(Continued on page 40A)



The Challenger Tripod Screen.

for school floors



Floor of MFMA Northern Hard Maple in the Jericho, Long Island, N. Y. Grade School. Architect, Howard S. Patterson, New York. Photograph, courtesy Anemostat Corp. of America, New York.

that are brighter, longer lasting, *truly resilient* NORTHERN HARD MAPLE

Fortunate indeed, if your plans for long-needed school construction are maturing now, when Northern Hard Maple Flooring is once more available in abundance! Today you can specify this favorite school floor material freely, throughout your new school from gymnasium to cloakrooms.

Tough, tight-grained, clean, Hard Maple, so happily *modern* in its cheerful brightness, so truly resilient, fights the scuffs and scampers of generations of active feet! How well it meets the highest architectural standards for endurance, never-splintering smoothness, easy finishing and low-cost maintenance! How well it has earned its nation-wide esteem as the finest floor for schools that Nature or Science has produced!

ANOTHER ECONOMY! Without sacrifice of wear or strength factors, you can specify **MFMA** Second Grade Maple Flooring at a substantial saving. The varying shadings allowable in Second Grade, by **MFMA** strict grading regulations, add beauty and interest. In severest service—classrooms, gymnasiums, auditoriums, shops, cafeterias, corridors, offices—it will endure as long as your building. Remember, "there's always a new floor underneath" with Northern Hard Maple . . . and resurfacing is so simple.

Ask your architect about **MFMA** (trade-marked) Northern Hard Maple in strips or patterned designs. See Sweet's, Section 13 /g/6 for catalog data. Write us for list of approved floor finishing products and information on the economical use of Second and Third grades of **MFMA** flooring, for schools.



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Ready-cut stencils make it easy! They're in the complete Kit, No. 1907. Students can make their own stencil designs, too, for their own garments for gifts or for sale.

"Do It Yourself" color booklet of smart designs, only 25¢. No. 1907 Prang Textile Color kit, 25-piece set, including booklet, \$4.00.

Write for complete information.

DEPT. CJ-38

Guaranteed by Good Housekeeping

the AMERICAN CRAYON company
Sandusky, Ohio

New Supplies

(Continued from page 38A)

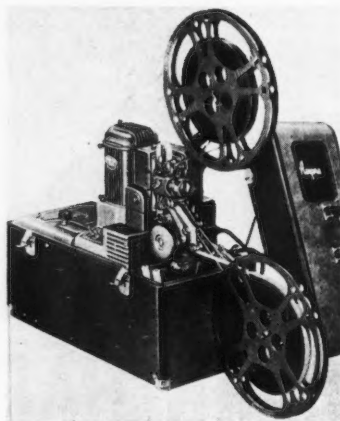
You may have a generously illustrated bulletin describing all the features of Da-Lite screens from:

Da-Lite Screen Co., Inc., 2711 N. Pulaski Road, Chicago 39, Ill.

NEW AMPRO PROJECTORS

Ampro Compact

This is a one-case sound-on-film 16mm. projector, using a 750- to 1000-watt lamp, featuring quick setup with swing-out gate for ease of cleaning. Equipped for both silent and sound speeds, the manufacturers recommend it as the ideal projector for homes, schools, churches, industry, and moderate-size auditoriums.



The Ampro Compact 16mm. Sound Projector.

Ampro Imperial

The latest Imperial silent 16mm. projector has a new swing-out gate which permits inspection and cleaning without disturbing the focus. There is a still picture button for stopping any frame indefinitely, and an automatic safety shutter prevents blistering or burning of film. A pilot light facilitates threading in a darkened room.



Amproslide Model 30D Dual Slide Projector.

Amproslide Model 30-D

This is a new dual-purpose slide projector for 2 by 2 slides and 35mm. strip film. A greatly improved projected image is said to result from curved film guideways. This projector may be operated with one hand. It produces a brilliant projection in color or black and white.

Amprosound

The Premier-20 sound-on-film 16mm. projector, current model, has an extremely simplified

design with features described under Ampro Compact. It has interchangeable lens and gives brilliant illumination with standard prefocused lamps, including 1000 watts. The speaker is the latest 12-in. Jensen permanent magnet dynamic model with a wide range for moderate sized auditoriums.

Ampro — Arc 20

Here is a 16mm. high-intensity arc sound-on-film projector and multipurpose amplifier for brilliant screen illumination, projection of professional quality, and high-fidelity sound reproduction for large audiences.

New Ampro 8

The new Ampro 8, 8mm. movie projector, is intended for homes and small rooms. It is offered as a distinct advancement in its field, having 750-watt illumination, coated condenser, automatic rewind, provision for still pictures, etc.

Amproslide Model 30-A

The model 30-A for ready mount, glass or bantam slides has the same general features as the dual-purpose model 30-D.

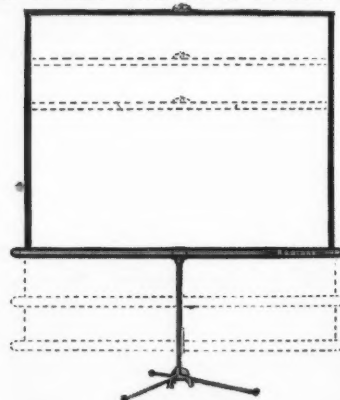
Ampro Service

Ampro offers a new planning service for its 16mm. arc movie equipment — why?, when?, how?, and where?, including advice on installation, projection distance, booths, etc. For this booklet and any other information write to:

Ampro Corporation, 2835 N. Western Ave., Chicago 18, Ill.

RADIANT EASEMATIC SCREEN

The new Easematic is a portable tripod screen for large audiences, especially adapted to use with 16mm. equipment. It is as simple to operate as the small screen used in the home. It is



T-131

Radiant Easematic Screen.

easily adjusted to a desirable height and may be lowered to almost floor level. Easematic is made 63 by 84 or 70 by 94 inches. Fiber carrying cases are available.

Radiant Manufacturing Corporation, 2627 W. Roosevelt Road, Chicago 8, Ill.

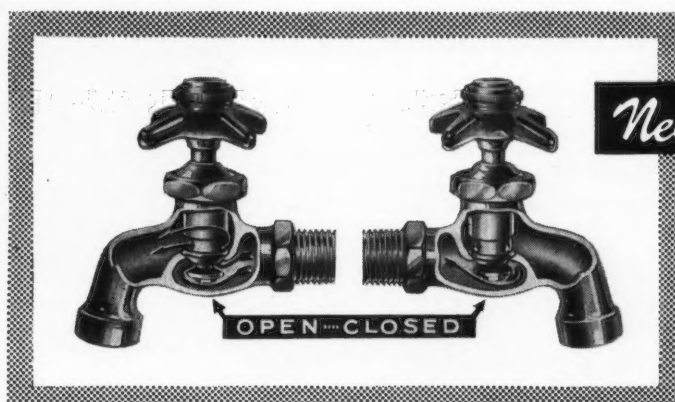
VICTOR ANIMATOGRAPH PROJECTORS

Victor Triumph 60

The Victor Triumph 60, a well-known 16mm. sound movie projector, is offered for large audiences, indoors and outdoors. Special features of this standard projector for business, schools, and churches are: greater film protection through the Victor safety film trip which stops the film instantly in an emergency; picture brilliance through fast, large diameter, coated projection lens; large sound volume with separate control for bass and treble tones; and simple and easy rewinding.

Victor Envoy

The new Victor Envoy is a portable 16mm. (Continued on page 43A)



New Hamilton Faucets

HERE'S good news for careful buyers . . . all Hamilton Laboratory Equipment is now supplied with faucets that last as long as the building. The faucet body, for instance, can't wear out. It serves only as a water conduit and a support for the "operating unit." The "operating unit" is the heart of this new Hamilton faucet. It includes all moving parts . . . all parts that are subject to wear. Install new washers in it in a

matter of minutes. Or replace the entire unit with a spare as easily as a light bulb. Thus you stop costly leaks instantly and avoid serious interruption of service. Washers last longer, too, because the new Hamilton faucet closes with the pressure—not against it. All parts that move in water are Monel metal to resist corrosion and abrasion. In addition to being efficient and practical, it is attractive and modern in appearance. Only Hamilton gives you this new, long-wearing, money-saving, smartly styled faucet. Investigate it before you buy equipment. Write for FAUCET SPECIFICATION SHEET NO. 2000.

HAMILTON MANUFACTURING COMPANY
TWO RIVERS WISCONSIN

New Supplies

(Continued from page 40A)

sound movie projector designed for use in the home, school, parish hall, or industrial establishment. There are three sizes of speaker, 6-, 9-, or 12-inch. The latter will serve up to several hundred listeners. The aims in designing the Envoy were to obtain a lightweight moderately priced machine with the utmost serviceability and efficiency.

Victor Lite-Weight

The new Victor Lite-Weight weighs only 37 pounds. The "attached speaker" eliminates the

speaker carrying case. It offers a choice of three speakers, and many devices for safety, efficiency, and convenience.

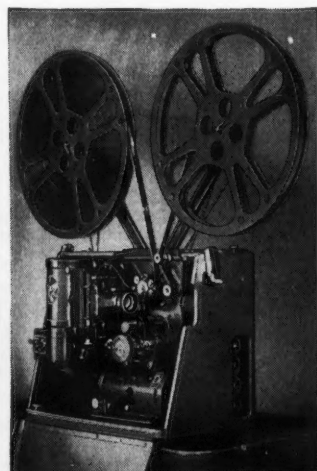
Victor Animatograph Corporation, Davenport, Iowa.

(Continued on page 44A)

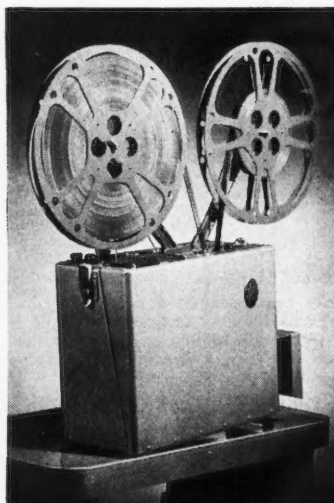
Victor Arc Projector

Outstanding features of the new Victor Arc Projector are: (1) exclusive safety film trip; (2) 180° swing-out lens; (3) accurate framing without altering position of screen image; (4) service accessibility; (5) stationary sound drum; (6) independent power rewind; (7) optional theater-type coaxial directional speakers.

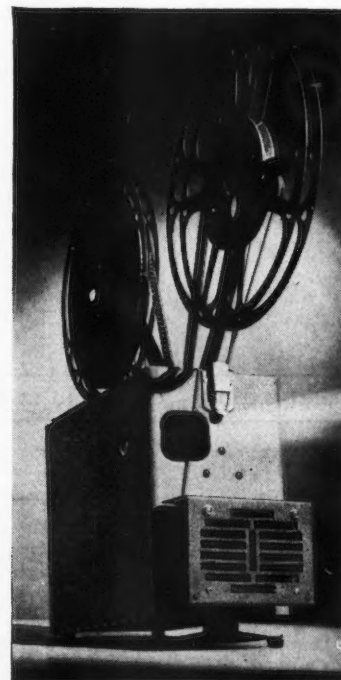
For detailed information about Victor projectors write to:



Victor Model 60 Projector.

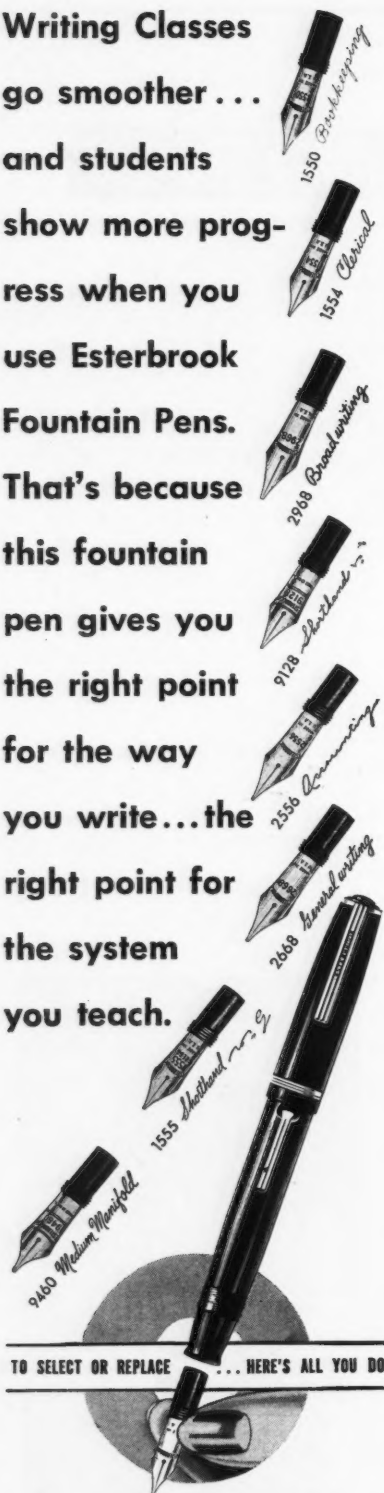


Victor Lite-Weight Projector.



Victor Envoy Projector.

Writing Classes
go smoother...
and students
show more progress
when you
use Esterbrook
Fountain Pens.
That's because
this fountain
pen gives you
the right point
for the way
you write...the
right point for
the system
you teach.



In case of damage you can replace
your favorite point yourself—instantly—
by number—at any pen counter.

Esterbrook®
FOUNTAIN PEN

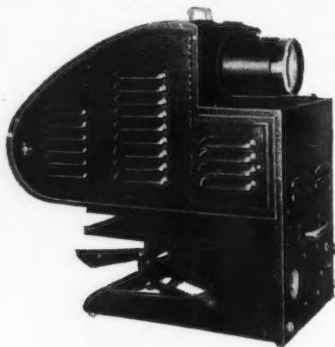
New Supplies

(Continued from page 43A)

BESELER PROJECTORS

Model OA4 Opaque

The OA4 Opaque Projector is offered as an ideal teaching aid, since it projects a picture or a page up to 8½ by 11 inches either horizontally or vertically. It accommodates two 500-watt lamps cooled by a 115-volt Universal a.c. or d.c. motor-driven fan. It has a 22-in. focus low reflectance coated objective lens of 4-in. diameter.



The Beseler OA4.

Beseler Vu-Graph

An outstanding overhead projector enables the speaker to face his audience while he projects an image on the screen behind himself. He may project slides of any type or he may write or draw with a marking pencil on the Vu-Graph plastic for this purpose, and the image may be projected in black and white or colors. The speaker may make erasures or corrections.



The Beseler Vu-Graph.

New Quiet Motor

Beseler has developed a new quiet a.c. motor for use with the OA4 or OA3 Opaque Projectors. For full details of Beseler products write to: Charles Beseler Company, 60 Badger Ave., Newark 8, N. J.

DRAPER LIGHT EXCLUDER

The Draper Company is offering a new device, the Pakfold Spring Clip for excluding light which might leak between the regular window shade on the outside of the casing and the inside darkening shade. This very simple, efficient device is shown in the accompanying illustration.

Luther O. Draper Shade Company, Spiceland, Ind.

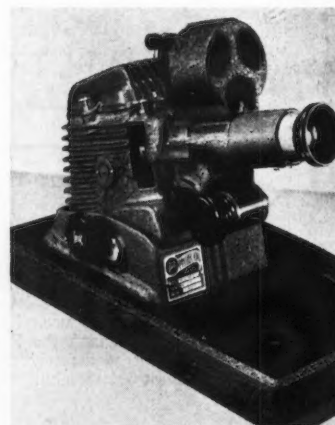


Draper Pakfold Spring Clip.

NEW GOLDE PROJECTORS

GoldE Filmatic

A triple purpose slide film projector with built-in, motor-driven, forced-air cooling: (1) for single frame slide film; (2) for double frame slide film; (3) for 2 by 2 (35mm.) Kodachrome or black and white slides. The Filmatic is engineered and built like a professional motion picture projector but does not require a professional operator. A 300-watt lamp with an efficient optical system assures brilliant sharp images. A new rewind feature saves time. The film is ready for showing immediately after use without rewinding.



A GoldE Filmatic Slide Film Projector.

GoldE High Power

The GoldE 1000-watt is an all-purpose slide and film strip projector, double-blower cooled. It projects anything from 2 by 2 (35mm.) up to 3½ by 4, both slides and double-frame film strip. It is quite flexible in choice of lenses, adjustments, and convenience of operation.

GoldE Binder

The new GoldE aluminum Snap-It binder for 2 by 2 slides is an ideal simple mounting for slides.

GoldE Nu-Manumatic

This efficient projector may be used with 200-, 100-, or 300-watt bulb. The blower cooler plus the filter of heat-absorbent glass protects the slides. It has a precision optical system, manumatic slide carrier, smooth focusing, and easy adjustment.

For information about any GoldE projector, write to:

GoldE Manufacturing Co., 1220 W. Madison St., Chicago 7, Ill.

(Continued on page 46A)

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Courses in

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There are more Clarín steel folding chairs in institutional service than any other make.

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Students and Faculty agree on

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On the campus or off, these uniforms are favorites all over the United States. The special "Vitalized" fabric is durable and wears better than serge. It is approved by the Better Testing Bureau.



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FABRICS

Will not
crease, shrink,
or stretch

SUPERIOR
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wear

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Good taste —
varied choice

*One of our many
popular styles —
GAIL*

Plan now for next fall. Send for latest catalog on our washable gabardine uniforms in all colors.

GRAUBARD'S 266 Mulberry St.,
Newark 5, N. J.

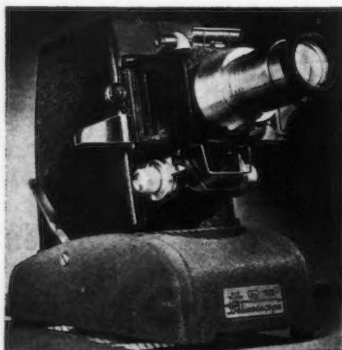
New Supplies

(Continued from page 44A)

SPENCER DELINEASCOPES

Model MC

An ideal projector for color slides or slide films, or a combination of both. Features of this efficient, small portable projector are: triple-action fan cooling; instantaneous film threading; removable slide film unit; noiseless motor; no pressure plate; rapid change from single to double frame; 360° rotatable front; heat-absorbing glass; double lamp house; Americot objectives.



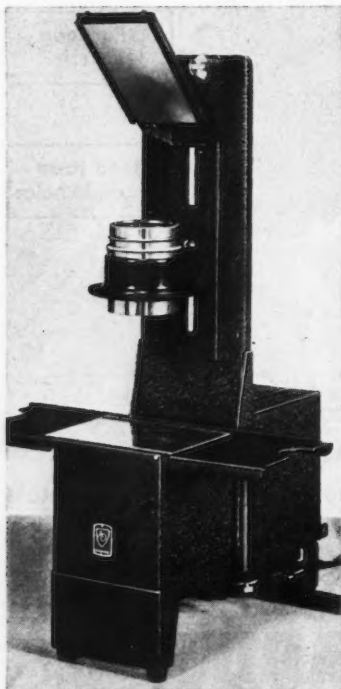
The Model MC Delineascope.

Model B

The Model B, overhead Delineascope is specially designed to focus attention on one area. It shows transparent or translucent material in true colors; projects slides up to 3½ by 4 inches, showing contours of small objects in motion. The teacher can, while manipulating the slide or material, point to its features with a pencil, and talk while facing the audience. The image is thrown on the screen behind the speaker.

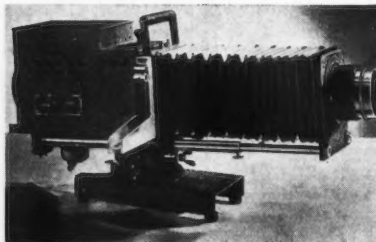
Model D

For home, classroom, and medium sized audi-



The Model B Delineascope.

torium. Projects 3½ by 4 and 2½ by 2½ slides in black and white or color. With accessory equipment, it will take 2 by 2 slides. Bright images up to ten feet or more may be obtained.



Model D Delineascope.

Model GK

The Model GK is offered as an ideal projector for anyone, especially the teacher or lecturer who requires brilliant performance in large or small auditoriums. Adapted quickly to various sizes of slides. Uses a well-cooled 750-watt bulb. For extra brilliant performance, use the GK fitted with a high-speed objective.

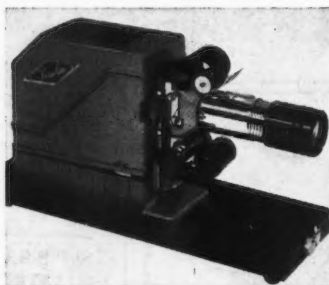
For complete details of the Delineascopes write to:

American Optical Co., Buffalo 15, N. Y.

VIEWLEX PROJECTORS

Model AP-2C

This Viewlex is a combination slide and strip film projector. A 5-inch system is standard; 2-in. and 7-in. systems are available. The projector is fitted with Luxtar Coated Optics.



Viewlex AP-2C for Slide and Stripfilm.

Model AP-7CT

This Viewlex Auditorium Projector shows either slides or strip films, single and double frame (with take-up). It is fan cooled. A 300-watt lamp is standard; 500-, 750-, or 1000-watt lamps are available. 5-in. Luxtar coated optics are standard, with 7-in. available.

Model AP-1

This is a 2 by 2 slide projector with a 5-in. system available. It has Luxtar coated optics. The standard screen is opaque, and a translucent screen is available.



Viewlex Model AP-7CT Auditorium Projector.

Model AP-1C

This is a combination slide and strip film projector for 2-in. copy. The purchaser may specify 5- or 7-in. systems. Luxtar coated optics. Screen either opaque or translucent.

Model AP-22C

An All-Purpose Projector for 35mm. film strip or 2 by 2 slides. 300-watt lamp, motor cooled.

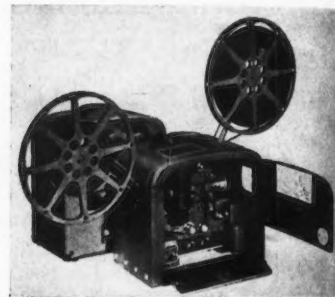
For complete information write to:

Viewlex, Inc., 3501 Queens Blvd., Long Island City 1, N. Y.

NEW BELL AND HOWELL PROJECTORS

Auditorium Filmsound

"Professional movies with amateur ease" is the promise given with Filmsound Projectors. This

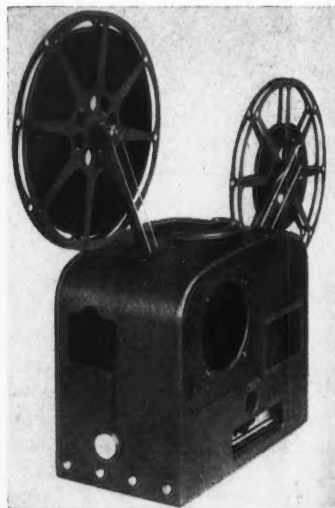


The Auditorium Filmsound With 12-in. Power Speaker.

set-up to provide theater-quality sound for every indoor or outdoor use where greatest volume is needed has a 12-in. power speaker with its own 25-watt amplifier. Projector, speaker, and accessories are packed in two cases.

New Academy Filmsound

This is highly efficient for duty not requiring the greatest volume. It is packed in two cases and may be ordered with either an 8-in. or a 12-in. speaker.



The One-Case Filmsound.

New Single Case Filmsound

The lightest weight Filmsound Projector. It has a built-in, 6-in. speaker operating within the case, at a 90° angle to the case, or removed from the case and used at the screen. An 8-in. or a 12-in. power speaker may be substituted. In the latter case, the 6-in. speaker serves as monitor for the larger speaker at the screen.

For complete illustrated description of the Filmsound Projectors, write to:

Bell and Howell Company, 7100 McCormick Road, Chicago 45, Ill.

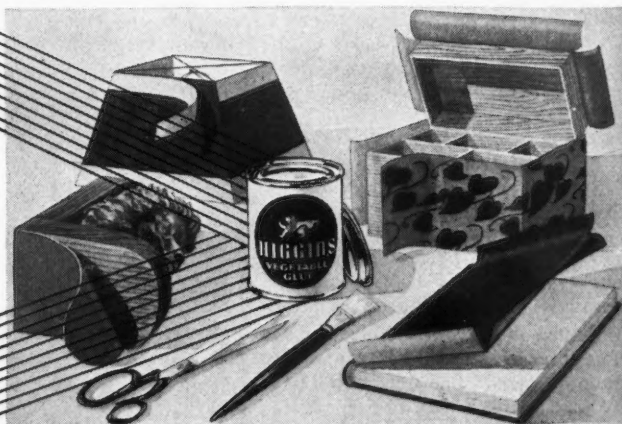
(Continued on page 49A)



HIGGINS Vegetable GLUE

The premier arts and crafts adhesive
... for SCHOOL ... for INDUSTRY

Of creamy white color, Higgins Vegetable Glue is smooth ... strong ... and quick to stick. Bonds any two surfaces one of



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which must be absorbent, as cloth to wood, leather to glass, felt to metal. Useful for lampshade making ... boxes and novelties ... bookbinding ... putting felt on bottom of book ends, lamps and many other objects.

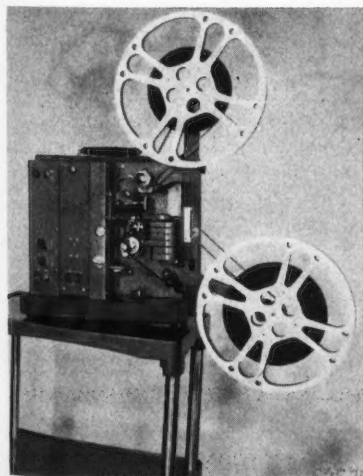
HIGGINS INK CO., INC. 271 NINTH STREET, BROOKLYN 15, N.Y.

New Supplies

(Continued from page 46A)

RCA NEW 16MM. PROJECTOR

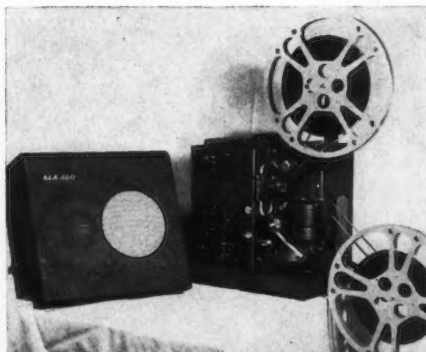
The RCA 400 Junior is the latest addition to the RCA 16mm. sound motion picture projectors. The new projector, available in June, is offered as a professional quality one-case projector. The 8-in. speaker is incorporated in the lid of the case. A unique feature is that of high speed gears made of nylon which are quieter and wear



RCA "400" Senior 16mm. Sound Motion Picture Projector.

longer than gears of steel or fiber. The manufacturers will give you complete details of the professional construction and efficiency of this remarkable new projector.

Radio Corporation of America, RCA Victor Division, Camden, N. J.



The new RCA "400" Junior is a single-case projector. It retains the quality of the earlier models in the "400" series while meeting the requirements of those who want one-case equipment.

THE PRESTO RECORDER

The new Presto K-10 Recorder gives 6½ minutes of recording for every inch of disk. It is recommended for speech practice and voice recording, also for recording plays, choral work, classroom progress, radio programs, etc. It will record a 15-minute broadcast on a 12-in. record with high fidelity or a 30-minute program on a 13½-

in. disk with good fidelity. It may be used to play any records or with a public-address system.

For more details write to:
Presto Recording Corporation, Box 500, Hackensack, N. J.

S.V.E. "INSTRUCTOR" 300

"New from the base up" is the manufacturer's description of this new Tri-Purpose Projector for 2 by 2 slides, and single- or double-frame film strips. It has a 300-watt lamp, semiautomatic slide changer, coated optics throughout, film rewind take-up, and smart two-tone lift-off case. A large knob controls the micro-tilt elevator for



The S.V.E. Instructor 300.

raising or lowering images on the screen. The wide, sturdy base prevents tipping, and keeps the projector upright and stable. For complete details write to:

Society for Visual Education, Inc., 100 E. Ohio St., Chicago 11, Ill.

(Concluded on page 50A)

QUIET, Easy Rolling, Durable!

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This Three-Shelf Book Truck has all the advantages of a small truck . . . yet it has much more carrying capacity. Rolls easily with one hand when fully loaded.

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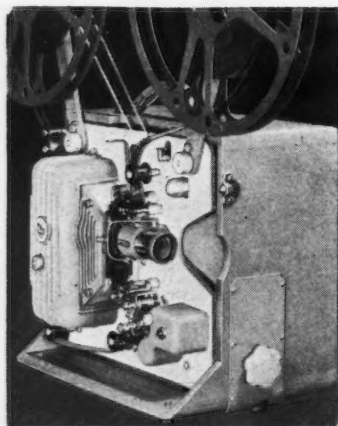
New Supplies

(Concluded from page 49A)

NEW DeVRY PROJECTORS

The Bantam

The Bantam Projector weighs less than 31 pounds. It operates on both a.c. and d.c. current. It has a film capacity of 2000 feet. It is



DeVry Bantam Projector—A Theater
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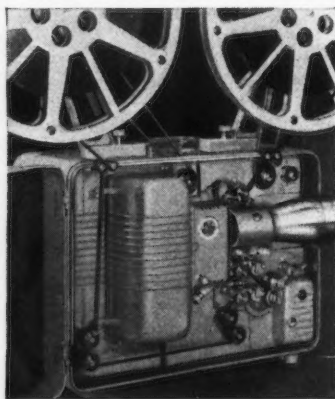
The Super 16

This is a dual case model—projector and amplifier in one case (37 pounds); speaker in

a matching case (15 pounds). Cases are of "dura aluminum." This is the commercial model of the projector DeVry designed to meet or excel army and navy specifications.

For complete description of these compact projectors write to:

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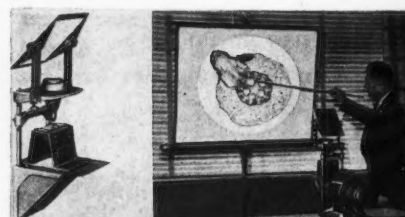


DeVry Super 16.

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Keystone View Company, Meadville, Pa.



The New Keystone Micro-Projecting
Device.

Catholic Education News

(Continued from page 34A)

that any bill to be acceptable must not discriminate against nonpublic school children. By 1944 the need for federal aid had become so imperative that the danger of federal control had to be accepted, and the N.C.W.C., since then, has supported the Mead-Aiken and McMahon-Johnson Bills, which permit nonpublic school children to share benefits and opposed the Taft and Thomas bills because they make of such children second-class citizens.

A bill in accord with these principles might the better be attained, Msgr. Hochwalt said elsewhere, if Catholic laymen and women adopt the following as guideposts in argument:

Emphasize the public service of Catholic schools.

Emphasize that all Catholic school children are citizens.

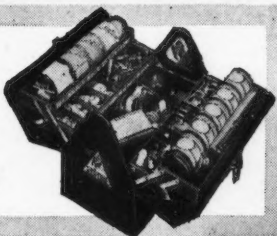
Emphasize the general plan that welfare service be for all children.

Cite the argument that welfare services by the

(Continued on page 54A)

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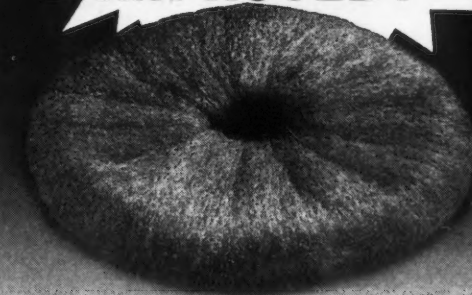
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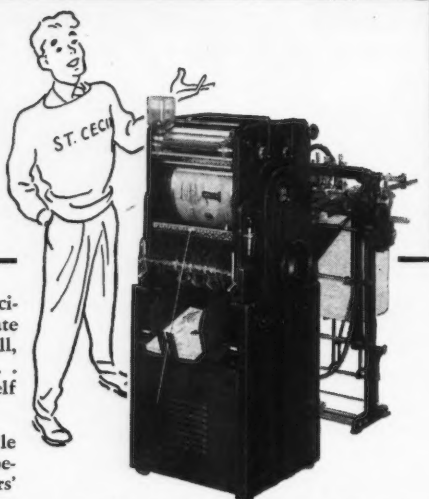
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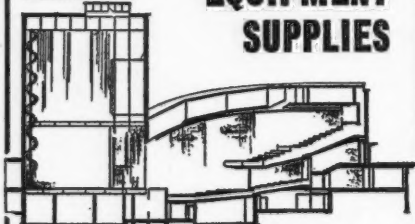
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Catholic Education News

(Continued from page 50A)

Federal Government for children in nonpublic schools are constitutional.

Show the financial savings to the nation. Emphasize that Catholics pay their share of taxes for public schools and are obliged to do so.

Make the point that in addition Catholics support their schools for reasons of conscience.

Emphasize that what Catholics want is juridical recognition.

Emphasize the fact that group action is more powerful, but individuals can do their part.

Prayer in Public School

Assemblyman Robert Lynch introduced a bill to the Wisconsin State Legislature requiring public school children at the close of each school day to recite "In God we trust; praise be to God," because he feels children should be proud and eager to say the name of God. The motto, he further suggested, should be printed in letters "at least six inches high" for prominent display in the classroom.

Bible Course in Birmingham

The board of education in Birmingham, Ala., is studying Bible courses as taught in other cities in order to determine if such a course should be included in the curriculum of Birmingham public schools. The question was occasioned by a petition from the Birmingham Methodist Pastors' Union requesting that nondenominational Bible study be instituted in public schools.

COLLEGES AND UNIVERSITIES

New Site for College

Cardinal Stritch College for women in Milwaukee has purchased as its new site a 60-acre tract of land. The college, when complete, will have an administration and liberal arts building, a fine arts building, a library, residence halls, and a reading clinic.

Building Program

Edgewood College, conducted by the Sinsinawa Dominicans at Madison, Wis., has planned a new building to provide room for nearly 500 additional pupils in its elementary and secondary departments.

Honorary Medic Chapter at Marquette

Marquette University's school of medicine has been granted membership in Alpha Omega Alpha, national honorary medical society. Thirteen students have been named charter members of the chapter.

Alumnae Magazine

The Federation of Alumnae of colleges conducted by the School Sisters of Notre Dame are publishing a literary magazine called *Unity*. The first issue, published at Mt. Mary College, Milwaukee, was edited by Mrs. Mary Canak Price and Miss Jeanne Baumann. Succeeding issues will be taken over by alumnae associations of other Notre Dame colleges.

Mayor of Munich Visits Marquette

Der Herr Buergermeister of Munich, Dr. Karl A. Scharnagl, recently visited Marquette University in Milwaukee, Wis., where he spoke with its president, Rev. Edward O'Donnell, S.J., and with Father Joseph F. Carroll, S.J., a member of the science faculty who once studied in Munich's university. Many of the valuable manuscripts and rare volumes for which Munich was famous Dr. Scharnagl said have survived the war, but students today are in need of current books from which to study. The mayor was much impressed by Catholic Action in America, especially among young people. He and his colleagues, Father Footerer, S.J., Anton Seitel, and Alfons Singer,

(Continued on page 55A)

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98 Wallace St., New Haven 11, Connecticut**Catholic
Education News**

(Continued from page 54A)

are studying such movements to help reconstruct Catholic groups which Hitler suppressed.

Dr. Scharnagl, who was confined at Dachau during Hitler's regime, returned to his position as mayor of Munich at the request of the American military government.

Model General Assembly

The 22nd annual Model General Assembly on international relations with representatives from colleges all over the country met March 30-April 1, at Rutgers University, New Brunswick, N. J.

Sociology Tour of Europe

Rev. Paul Hanly Furfey, Ph.D., head of the sociology department at the Catholic University of America, is planning to lead a second tour to study Catholic Action and the Church's part in rebuilding war-ravaged Europe. The group will visit England, France, Italy, Germany, Austria, Switzerland, and Holland. Special attention will be devoted to the Church's fight against Communism — in factories where priests work beside communist agitators, through Catholic Action cells established to combat Communist organizations.

The group will fly to Europe on August 10, and remain until September 19. Like the average European, they will stop at middle class hotels, religious houses, and hostels.

Cheers for the Writers' Institute

The *St. Louis Globe-Democrat*, in a recent editorial, had this to say about the Writers' Institute planned at St. Louis University:

"It wants to create a group whose central interest is in becoming articulate in what the individual finds his greatest concern as he learns more about life. That is an ideal grounded in the great traditions of medieval Catholic culture; but is not less kin to the 'Great Books' program of today, or to such educational endeavors as that made notable at St. Johns. Also, it was the chief concern of America's two greatest — if two least Catholic — writer-thinkers: Ralph Waldo Emerson and Henry David Thoreau. In the university's 'Writers' Institute' the Jesuits meet with those philosophers on a common ground."

The Institute is described in detail in the news columns of the *MARCH CATHOLIC SCHOOL JOURNAL*.

College to Become University

Nanzan College for Foreign Languages in Tokyo, with an enrollment of 640, is planning to become a university. A department of letters is to be opened in the fall and in 1950, a department of education and philosophy. The school was founded in 1949 by Father Aloysius Pache, S.V.D.

SCHOOL ITEMS**Comics . . .**

The New York State Senate has passed a bill proposing that comic books to enjoy sale in the state must be licensed by members of the New York Department of Education.

Father Louis A. Gales, president of the Catechetical Guild, in answer to numerous requests, adopts a more positive approach. A new feature in *Topic*, A Catechetical publication, is a bi-monthly list of comics maintaining adequate standards of morality in plot, art work, language, and advertising. The first list approved 100 books of 400 reviewed.

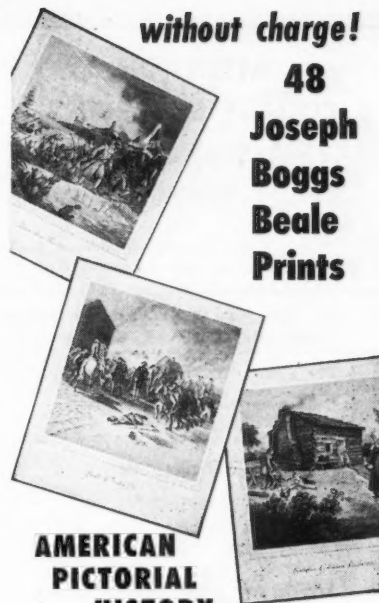
Holy Hour for Youth

More than 3000 students took part in a Holy Hour for Youth sponsored by the Milwaukee Archdiocesan CYO to pray for virtue necessary to conquer the errors of the day. The crowd, as a matter of fact, filled St. John's Cathedral and overflowed into St. Mary's, a small church near by.

(Continued on page 56A)

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48

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Catholic Education News

(Concluded from page 55A)

Confraternity Texts

The Confraternity of Christian Doctrine has completed plans for a series of religion texts for public high school students. The first two years of the course use the New Testament and consider the life of Christ, the sacraments, the nature and history of the Church, etc. The last two are based upon the Old Testament and cover the Commandments and the Creed. Lessons for each week containing pupil discussion problems, teacher aids, and Scriptural texts are printed in leaflet form.

Study Abroad

William D. Carter, head of the Office for the Exchange of Persons at UNESCO in Paris has prepared a handbook of fellowships, scholarships, and educational exchange opportunities for international study. The list covers 166 subject fields in 27 countries, including the U. S. The largest number of awards is in science, particularly medicine, public health, engineering, and chemistry. The book is published by the Columbia University Press.

Teachers for Indians

The U. S. Civil Service Commission is accepting applications for positions of teachers and teacher-advisers in the Bureau of Indian Affairs, Department of the Interior. No written test is required. Applicants must have an appropriate college education or education and teaching experience. At least one year of experience in the past ten years is necessary. Information and application forms may be obtained from first- or second-class post offices, civil service regional offices or the U. S. Civil Service Commission, Washington 5, D. C.

Spring Music Festival

Seventy-five of the 119 parochial schools in St. Louis and seven Catholic high schools participated in a Spring Music Festival, April 22 and 23. Gregory Millar directed the 1500 students who sang or played in the symphony orchestra. Selections included religious, folk, and modern music. Mr. Millar, who came to St. Louis in 1946 as assistant to Stanley Chapple, conductor of the Philharmonic Orchestra, is musical director of archdiocesan high schools and musical adviser for interparochial schools.

COMING CONVENTIONS

For list of additional conventions in May, see THE CATHOLIC SCHOOL JOURNAL for March, page 32A.

May 5-8. National Federation of Catholic College Students, at Chicago, Ill. Secretary, Ruth Maiers, 1312 Massachusetts Ave., Washington 5, D. C.

May 5-7. Regional Congress of the Confraternity of Christian Doctrine, Province of Denver. Chairman, Rev. Frederick D. McCallin, CCD Director, 186 N. Nevada St., Littleton, Colo.

May 12-14. American Industrial Arts Association at St. Louis, Mo. Secretary, D. Arthur Bricker, 216 E. 9th St., Cincinnati 2, Ohio.

May 14. Catholic Library Association — Western Pennsylvania Unit, at Latrobe, Pa. Chairman, Rev. Fintan R. Shoniker, O.S.B., St. Vincent College, Latrobe, Pa.

May 19. League of Catholic Parent-Teacher Associations, Louisville Archdiocese, at Louisville, Ky. Chairman, Mrs. James Costello, 1064 Cherokee Road, Louisville, Ky.

June 14-16. National Catholic Building Exposition at Chicago, Ill. General Manager, James V. Malone, 185 N. Wabash Ave., Chicago 1, Ill.

June 27-29. Franciscan Educational Convention at St. Bonaventure College, St. Bonaventure, N. Y. President, Rev. Pius J. Barth, O.F.M., De Paul University, 64 E. Lake St., Chicago 1, Ill.

June 28-July 1. American Home Economics Association, at San Francisco, Calif. Secretary, Miss Mildred Horton, 700 Victor Bldg., Washington 1, D. C.

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